The Physical Educator

THE OFFICIAL PUBLICATION OF PHI EPSILON KAPPA FRATERNITY

AFFILIATED WITH THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

VOL. I DECEMBER, 1940 No. 2

EDITOR AND BUSINESS MANAGER

R. R. SCHREIBER
1537 W. 29th Street
Indianapolis, Indiana

ASSISTANT EDITORS

K. W. BOOKWALTER, Ed. D.
L. B. CHENOWETH, M. D.
A. A. ESSLINGER, Ph. D.
GROVER W. MUELLER, M. S. Ed.
CARL L. SCHRADER, M. P. E.

CONTRIBUTING EDITORS

FREDERIC S. BEEBEE, Ph. D.
T. E. BLESH, M. A.
JOHN F. BOVARD, Ph. D.
RUSSELL CUTLER, M. A.
ARTHUR F. DAVIS, D. P. H.
DUDLEY S. DEGROOT, M. A.
WM. A. GERBER, B. S.
H. H. HOUSE, Ph. D.
TUCKER JONES, B. S.
PAUL KRIMMEL, M. P. E.
C. S. MOLL, M. S.
ROBERT NOHR, JR., B. P. E.
HARRY A. SCOTT, Ph. D.
M. H. TRIEB, M. A.
LLOYD E. WEBSTER, M. A.

CONTENTS

INTRODUCING OUR EDITORIAL STAFF		50
EDITORIAL COMMENT		51
THE BASIS FOR A FUNCTIONAL CURRICULUM	*Arthur H. Steinhaus, Ph. D.*	53
ACTION NEEDED	*G. L. Hermance*	56
A STUDY OF SOME OF THE ADMINISTRATIVE ASPECTS OF ATHLETIC INJURIES	*Claude Newton Beasley*	57
CRITERIA FOR THE SELECTION OF METHODS IN HEALTH INSTRUCTION	*Carl F. Trieb*	59
A GRADING SYSTEM FOR PHYSICAL EDUCATION COLLEGES, UNIVERSITIES AND HIGH SCHOOLS	*Stuart Baller*	62
CO-RECREATION AT THE UNIVERSITY SCHOOL	*Frank M. Overton and Mrs. Clara Follick Han*	69
OBJECTIVES VS. PROCEDURE	*Carl L. Schrader*	71
THE RELATIONSHIP OF HEALTH AND PHYSICAL EDUCATION TO SAFETY EDUCATION	*Fred V. Hein*	73
PER HENRIK LING: HIS LIFE AND GYMNASTIC PRINCIPLES	*Major Oswald Holmberg*	77
CAMPING—A COMPLEMENT OF THE SCHOOL	*Ross L. Allen, D. P. H.*	82
THE DEVELOPMENT OF PERSONALITY TRAITS IN TEACHERS OF SAFETY, HEALTH AND PHYSICAL EDUCATION	*Paul R. Washke*	84
THE FORGOTTEN AIM	*Samuel F. Harby*	87
WHY CAMPING?	*H. W. Wolter*	89
POLICY OF COOPERATION IN RESEARCH		92
QUESTIONNAIRE		93

THE PHYSICAL EDUCATOR is published in the months of October, December, February, April and June, by Phi Epsilon Kappa Fraternity, a professional fraternity in physical education. Editorial and executive offices are located at 1537 West 29th Street, Indianapolis, Indiana.

The publication is mailed to all members of the fraternity who are in good standing by reason of payment of current membership fees, and to others on the basis of a subscription fee of $1.50 per year. Single copies and back copies at 35 cents.

INTRODUCING OUR EDITORIAL STAFF

In response to many inquiries regarding our Editorial Staff we are devoting this page to pertinent information relative to the staff organization and the policies which have been set up at present.

THE PHYSICAL EDUCATOR is the successor to BLACK AND GOLD, the former official publication of Phi Epsilon Kappa Fraternity, a national professional fraternity in physical education. The BLACK AND GOLD was published for seventeen years and carried both esoteric and professional material.

At the national convention of the fraternity, held in St. Louis in October, 1939, it was the consensus that our organization sponsor a truly professional publication in the general area of physical education and allied fields.

Carl F. Trieb, Grand President of the Phi Epsilon Kappa Fraternity, set himself to the task of assembling an Editorial Board to assist the Editor. In planning this board of editors it was necessary to first get five outstanding personalities to accept the responsibilities associated with Assistant Editorships. Also, it was necessary to select these five men with reference to their fitness to serve.

As a result of months of correspondence and discussion, the following leaders accepted the responsibility of assisting the editor. Each of the following is primarily responsible for one area of work, but at the same time, is free to offer suggestions regarding policy, etc.

KARL W. BOOKWALTER, Ed. D., Assistant Editor in charge of Research and Measurement. Dr. Bookwalter is Instructor of Education at Indiana University, Bloomington, Indiana. He has contributed outstanding articles which have appeared in The Journal of Health and Physical Education and the Research Quarterly. He has also presented papers at the various District and National Conventions of the American Association for Health, Physical Education and Recreation.

LAURENCE B. CHENOWETH, M. D., Assistant Editor in charge of School Health Programs. Dr. Chenoweth is Professor of Hygiene at the University of Cincinnati. He also has charge of the Health Service and has been interested in the professional training of teachers of health and physical education since 1920. He is co-author of *School Health Problems*. He has been active in meetings and conventions of the American Medical Association and the American Association for Health, Physical Education and Recreation.

A. A. ESSLINGER, Ph. D., Assistant Editor in charge of Organization and Administration. Dr. Esslinger is Associate Professor of Physical Education at Stanford University. He has been active in physical education circles on the Pacific Coast and collaborated with Voltmer in publishing *Organization and Administration of Physical Education.*

GROVER W. MUELLER, M. S. Ed., Assistant Editor in charge of Curriculum and Supervision. Mr. Mueller is Director, Division of Physical and Health Education, Philadelphia School District, Philadelphia, Pennsylvania. He edited MIND AND BODY for several years and has contributed much to the professional journals. He has also taught courses in Administration and Organization at Temple University, Philadelphia, Pennsylvania.

CARL L. SCHRADER, M. P. E., Assistant Editor in charge of Play and Recreation. Mr. Schrader was, for sixteen years, State Director of Physical Education in Massachusetts. At present he is Professor of Physical Education at Ithaca College, Ithaca, New York. Mr. Schrader is a Past President of the American Association for Health, Physical Education and Recreation, and is held in high esteem by physical educators throughout the country. He has appeared before groups of principals, administrators and superintendents at meetings of the National Education Association and has done much to further the cause of rational physical in the United States.

The following fifteen Contributing Editors have the responsibility of collection of suitable material for publication in THE PHYSICAL EDUCATOR:

FREDERIC S. BEEBEE, Ph. D., The State University of Iowa.

T. E. BLESH, M. A., Assistant Professor of Physical Education, San Jose State College, San Jose, California.

JOHN F. BOVARD, Ph. D., Professor of Physical Education, Chairman of Department of Physical Education, University of California at Los Angeles.

RUSSELL CUTLER, M. A., Department of Physical Education, University of Oregon (on Sabbatical Leave), attending University of Washington.

ARTHUR F. DAVIS, D. P. H., Associate Professor of Health and Physical Education, Pennsylvania State College.

DUDLEY SARGENT DE GROOT, M. A., Associate Professor of Physical Education and Head Football Coach, University of Rochester.

WILLIAM A. GERBER, B. S., Southwest High School, St. Louis, Mo.

HOWARD H. HOUSE, Ph. D., Professor of Physical Education, State College of Washington.

TUCKER JONES, B. S., Professor of Physical Education, The College of William and Mary.

PAUL KRIMMEL, M. P. E., Director of Physical Education, Syracuse Public Schools, Syracuse, N. Y.

C. S. MOLL, M. S., Assistant Professor of Physical Education, Kansas State College.

ROBERT NOHR, Jr., B. P. E., Associate Professor of Physical Education, University of Wisconsin.

HARRY A. SCOTT, Ph. D., Professor of Physical Education, The Rice Institute.

MARTIN H. TRIEB, M. A., Assistant Supervisor of Physical Education, Los Angeles Public Schools, Los Angeles, California.

LLOYD E. WEBSTER, M. A., Associate Professor of Health and Physical Education, University of Southern California.

The Assistant and Contributing Editors will gladly accept any and all contributions of material for consideration. If, after careful perusal and examination, these contributions are found to be acceptable they will appear in one of the issues of THE PHYSICAL EDUCATOR. Teachers, supervisors, administrators, superintendents, college and university professors and mature graduate students are urged to submit manuscripts for consideration. Please select one of the Assistant or Contributing Editors and send your article to him. Careful and deliberate study will be given each manuscript.

THE PHYSICAL EDUCATOR is attempting to serve the profession by supplying another outlet for professional writing and thought. Articles of a practical nature are especially solicited. Any suggestions, comments or criticisms on this, or any other, issue of THE PHYSICAL EDUCATOR will be welcomed.

If a prospective contributor cannot contact one of the Assistant or Contributing Editors, the Editor, R. R. Schreiber, 1537 West 29th Street, Indianapolis, Indiana, will be happy to give every consideration to all material submitted.

R. R. SCHREIBER, Editor.

EDITORIAL COMMENT

BACK TO NORMALCY

In periods of crisis such as we are going through at present, there is always the danger of lowered morale and even mental break down among the people. The so-called "integration of personality" referred to by psychologists means in simpler terms merely mental, moral, and social balance. This might be applied to nations as well as individuals.

Just as the normal individual is really nothing but a "balance of insanities" so communities which are normal and stable are so because of a balanced pull of social forces. The disintegrating power of extremes has long been recognized and extremes are avoided by the sane thinker as he would avoid the plague.

Nothing to excess is a sound philosophy even though it often embarrasses our fondest enthusiasms. Nothing to excess should be applied to communities, to nations, or to philosophies of education and even to systems of physical education and recreation.

Naturally this way of looking at life often "cramps the style" of the faddist and also to some extent the enthusiast, and it throws a bomb shell of doubt into the ranks of fanatical disciples who follow blindly but passionately some dynamic leader.

When disintegrating extremes are on the move it is good to find people who have the courage to be conservative. The hope of the world does not reside wholly in the so-called progressives but also and quite as much in the steadying philosophy of the conservatives. The progressive interprets all change as development while the conservative demands the (at present unpopular) right to examine proposed changes.

Every new movement that gets under way very fortunately begins to set in motion forces of opposition. This is fortunate, I say, and decidedly wholesome. However the forces of opposition are subject to the same examination as are the forces of change. The universe, both material and social, seems to be struggling for some sort of equilibrium.

Therefore when a factor gets too far out of balance there is a corresponding return to normalcy or an attempt to return to normalcy. It is a new normalcy however. The fact that it is a new normalcy indicates that a permanent change has taken place, but this does not mean that the particular change is permanent.

Life is therefore, a series of "restorations" or returns as well as plunges ahead. These restorations are reactions as explained above, and should be looked upon with tolerance and unprejudiced thinking. They are valuable and vital. They should be welcomed.

In physical education and recreation we are due for a whole series of more or less wholesome reactions and restorations. "Back to the Body" has been ridiculed by disciples of many modern educational faiths but this movement will get under way soon, I believe. Back to strong muscles, straight backs, well-developed arms, chests, and legs. Back to vigorous health.

Back to a contempt for softness, for the over-refined, for the ultra-effeminate. Back to hardihood, masculine vigor, endurance, toughness, ability to hike long distances, ability to enjoy the luxury of a skinned toe or a tired joint, ability to box, to fight, to struggle.

For the women, back to normal finger nails and well-developed and sturdy hands, arms, and shoulders; back to well-muscled as well as well-rounded hips and thighs and calves. Back to enthusiasm for motherhood and hard work and the spiritual peace that comes from vigorous action.

Even a casual observation of Southern California beach life suggests that there is a need of a return to something or other. These California girls are famous for their well-developed bodies, brown skin, and thickly rouged lips. At the beach their program of activity consists mostly of exposing their shapely selves to the sun's rays and the sons' gaze.

A small percentage of the great numbers crowding the ocean's edge will occasionally move cautiously into the water, slap a little at the breakers, jump a few waves, give expression to a few feminine screams and then return exhausted to the sun and sons where they "bundle" for an hour under brilliantly colored blankets and smoke a few packages of cigarettes.

It has been said that a girl of Russia, Germany, or Italy could walk or work an American college girl to death in a short period. It has also been said that a woman under the stirring enthusiasm of these foreign ideologies consecrates her body to womanhood and motherhood, while the American girl considers herself as a personality designed to please and charm and contribute to the beauty and culture of the life of the here and now, with little or no concern for posterity. If this is true there is need of a national awakening—a revival, if you will.

Away from night clubs, tea-parties, salacious novels, sensuous dances, necking and petting parties, and soft amusements. Back to vigorous dances, quadrilles, games of action, swimming, skiing, hiking and camping, riding bucking horses, sleeping in the open, roughing, fighting for the male—the real male.

Away from over emphasis upon ping-pong, table tennis, archery, tiddle-winks, gentle rhythms, delicate gestures, slow waltzes, creeping foxtrots, and slithery rumbas.

For men and women, boys and girls, back to a real sports program and to a body building gymnastic, and if you will, calisthenic program.

Naturally these "restorations" may swing too far, but the very swing will correct itself in good time. We are, I believe, ready for a new kind of "swing," a swing backward or forward to a real concept of healthy bodies inhabited by vigorous minds. And, for awhile at least, so-called cultural and educational values may rest and gather force for a new emphasis later.

It may be that we physical "educators" have been attempting to play up to the other educators too much, and have lost sight of the real and fundamental purpose of bodily exercise. In our strained efforts to have our work respected among the so-called scholars we have perhaps tended to kill the natural instinct for physical activity.

There is some possibility also that we have overdone this matter of selecting "carry-over" activities for leisure time pursuits. Physical activity is an *ultimate* if it is joyous and if it mobilizes the entire personality in its expression.

Vaulting over obstacles, chasing fleeing "enemies", struggling with an opponent, out-boxing a rival, punching a responsive bag, juggling a baton or Indian club, leaping and bounding to music whatever the movements, climbing ropes, hand-to-hand wrestling, tackling an open-field runner, vigorously bending or twisting the body, shadow boxing, climbing trees, walking fences, throwing at cans,—a hundred other movements which do not involve leisure-time skills and seem to lead nowhere, are really body and personality building.

Brothers, let us hold a revival meeting. But, that isn't exactly sane, is it? It is extreme and extremes are disintegrating. But what of it? Come on, let's go!—EUGENE L. ROBERTS, *Associate Professor, Division of Health and Physical Education, The University of Southern California.*

THE BASIS FOR A FUNCTIONAL CURRICULUM

With Special Reference to the Preparation of Physical Education Majors

ARTHUR H. STEINHAUS, Ph.D., M.P.E.
Professor of Physiology
George Williams College, Chicago

Recently I accompanied our swimming team on a post-season spree of the kind which the manager sometimes permits when expenses have been considerably below expectations. The restaurant turned out to be one of those chicken, steak, and fish specializers. As though prompted by some theory of substitution therapy a number of us who wished we could swim better ordered the fish dinner. While observing my amphibian dinner mates in more and less successful attempts at removing the spiney segmented vertebral columns from their fried trout there splashed into my mind a new argument for functional education.

Here were college students facing an actual life situation. Armed with society's best knives and forks they stood helpless before a fried trout, their mouths chocked with fish bones, their fingers smeared. Surely an educational system which permits evolution's crowning glory of the class mammalia possessed with tools to stand unpoised and impotent before a fried representative of class pisces has utterly failed to prepare for life. Discouraged beyond measure I sought counsel in that quart and a half of cranial filling which I carry just above my own back-bone and there emerged three distinct voices which I recognized as those of contemporary educators.

Spoke the first voice, deep and authoritatively, "We must teach these boys more fish anatomy. There should be laboratory courses in the comparative anatomy of the skeleton and all the other systems. Particular attention should be given to the swim bladder in all fish where it is present or absent. We must of course also emphasize the gill arches and the simple two-chambered heart. Much attention should be given to the parasites of fish, fossil fish, ecology and the love life of fishes in general." Almost subsided into its sanctuary of time honored practices in afterthought the voice added—"Yes, of course, we were talking about eating fish. Such courses are bound to make better fish-eaters. Even if they should not accomplish this, no one is hurt by such exact knowledge; and the training in exact thinking is valuable throughout life."

Apparently enthusiastic and sufficiently loud to be self-convincing came the second voice. It said, "One learns only by doing. Only that which is used is retained. We must teach methods of attacking problems and utilizing resources. When a man is confronted with the problem of eating fish then is the time for him to learn all he needs to know about fishbone anatomy. Then he will realize the need. Then he has readiness for learning. Now the skillful teacher can with a simple twist of the fork uncover gill slits which open the long vista into circulation and hemoglobin. With a slash of the knife he can disclose the vertebral artery and introduce the Hamburger effect. Now the student is ready to look for other fish on plates, in the market, at the aquarium, in the rocks, and even in books. Soon he will want to know why these fish are where they are. The alert teacher has unlimited opportunity for guiding a young, searching mind to discover for itself all about the ontogeny, phylogeny, physiology, embryology and pathology of fish as well as problems of net construction, marketing and consumer cooperatives in the fish business. Thus a boney trout unlocks the doors of disinterestedness if only the fish-eating teacher sitting opposite the hungry student is prepared to take advantage of each opportunity as it arises." With a refrain which sounded like the laws of learning, democratic determination of curriculum, the discussion method, and situation-centered education the voice gradually dinned me into a feeling of something being impractical and impossible.

I waited a bit perplexed. The beautifully ordered and systematic authority of the first voice had won my respect by its emphasis on expert thoroughness but somehow it had seemed far off, cold, and disconnected with life. The younger, eager, salesmanship sort of second voice had convinced me with its practical, tailormade approach to the individual. Certainly thought I, this fitting of facts to situations, of solutions to problems is loads of fun. This I said is learn as you live. But then as a thunderbolt came the realization that the fish would get cold long before the lesson was finished; and perhaps the student's hunger would drive him to fill up on bread and olives while the anatomy lesson progressed in the fish course. Then also wondered I if one fish-eating teacher might know enough to guide a college mind all the way from fleshy myotomes to cooperatives in a middle-day social structure.

There came a third voice which said, "Life often moves too fast for reference. We must act without time for the dictionary, encyclopedia, and collateral reading. Life is not all as simple as fish eating. In fact some experiences such as marriage should happen only once in a lifetime. How then can one learn by

doing without running the great danger of learning too late?" What then asked I of this third voice is your solution to this very practical problem of preparation for life? It replied, "I begin by recognizing the importance of thoroughness, I desire the authority of logically organized science and I respect the superiority of the specialist's mind in the training of persons who have attained college age. On the other hand I realize also the importance of interest or readiness, of the psychological order, which begins with the student's experience. Above all do I recognize the futility of memorizing facts for no earthly purpose beyond that of passing an examination. But rarely does the whole team order fish; so how will a single teacher at once meet also the needs of the steak and chicken addicts? Will his discourse on fish anatomy be any more adapted to the adjoining steak eater than is the academician's lecture on the evolution of dermoid placques in the early vertebrates to a mixed audience of fish and chicken consumers?

"No!" continued the voice, "Learning by doing in this narrow sense is too slow for life. It is an insult to the creative capacity of human intelligence at the college level. Rather than move the microtome, aquarium, library, and gray-bearded ichthyologist into the restaurant to interfere with the pleasant digestion of trout, let us, with our imagination reconstruct trout eating in the formal class room or laboratory on the day when the skeleton is in order. No eighteen-year-old needs to have a fried trout on his plate and fork in his hand in order to imagine the problems of trout eating. In less time than it takes to say it, can an alert instructor put every one of a hundred students into the trout-eating-problem frame of mind; drive home his point; and a few minutes later by similarly calling on the human faculty of imagination have them in the spawning grounds of the trout; or if he is an economist in the world's fish markets. I would not belittle the value of first hand experience. At the same time I refuse to be limited by the physical traveling radius of the class in Freshman 104. Let us realize that reacting to an imagined or internally reconstructed situation is also *doing*. Man's acts are not all overt behavior. In fact the preponderant majority are internal covert acts which we call thoughts or ideas. They come a hundred or more to one overt act and play their important role in the formation of habitual mind sets or attitudes."

This third approach in our attempts to prepare for living appears to be an integration of the first and second. To teach successfully by this method a teacher must be not only well informed in his field but he must know life and especially the thought processes and contemporary experiences of his average student. How otherwise can he engineer the reconstruction in their minds of a situation in which the facts he would present will be found to have value? This situation need not be the knife and fork humdrum of practical fish-eating. It may just as well be the dilemma of a mind seeking to compose unity in a world of apparently disjointed truths from comparative anatomy, fossil records, survival of the fittest, human values, racial goals, and religious ideals. To aid in bringing order out of such apparent chaos a teacher needs to be expertly informed in his subject, intimately acquainted with his hearers, and above all like an artist completely engrossed in his great task.

Examinations must be designed to test progress in meeting life situations. How inadequate appear such questions as: (1) Name the laws of learning; (2) What mesodermal structures are derived from the seventh somite in the chondrichthyes? and (3) What does our textbook say on page 259 concerning the importance of group control? By contrast the following seem to be alive: (1) How would you employ your knowledge of conditioned reflexes in breaking your puppy of the habit of chewing your bedroom slippers? (2) What is the anatomical peculiarity responsible for the blue man in the circus? How is this understood in the light of evolution of the vertebrate heart? (3) If a boy in your gymnasium class always insisted on being captain and if thwarted would "throw the ball game," how would you use the group to get him straightened out? Of course the latter questions have testing value only if the exact situation has not already been discussed in class and a cut-and-dried answer copied down from the teachers lips. Any teacher who demands verbatim answers or definitions as found in the book or his lecture notes is truly "peddling small potatoes" in the great venture of preparing for life.

The application of my thesis to teacher training is now simple. No doubt you have already outrun my lumbering presentation and are waiting at the finish hoping that I will also soon arrive.

In our efforts to build curricula of physical education we have been buffeted on all sides. We have been forced to succumb to the dictates of voice number one from the great traditional departments on our large campuses. Our majors have had to sit through Physics I designed for engineers, through Chemistry 101 and 103 designed for the initiation of future research chemists; through the Home Economics section of Introductory Biology taught by an instructor who was working for his Ph.D. in the Department; through the course in Psychology 101 which met at an odd hour to avoid conflict with varsity practice periods; and through the Social Sciences taught by world famous authorities in Falthusian regression curves. But what did it mean to the sophomore physical education major?

Accustomed as we are from our activities tradition to see things practically, we intuitively resented this burdening of our majors with unrelated facts and frequently applied flunking grades. We grew articulate, even militant. In consequence the chemistry requirement was dropped in some schools while in others it was diluted and isolated from the rest of the department with a high school textbook to the increasing disgust of all concerned.

Voice "one" is still thundering. It is growing a bit tired. We have become strong enough to ignore it a little. No wonder voice "two" with its promise of making subject matter subservient to professional needs appeals to us. No longer need our majors study Physiology with the medics or dentists. Not even need they sit with the girls in home economics. We will teach the Physiology of exercise. We will teach it in the department of physical education. We will use a textbook in the physiology of exercise whose index makes no reference to the stomach, the kidney or the reproductive system—probably because these do not exercise or in the knowledge of the author are not affected by exercise. It will be taught by a coach or some other man who sees and feels exercise every day. By starting to read this book a week before the course opens he should be able to hold at least a one day lead over the class until the last day of the term. Let him take the class on the field to count pulses and waste time. Let them smell the sweat of exercise and feel the fatigue of overworked muscles. This is true applied physiology. In such a course long words are discussed and their meaning decided by majority vote of those still awake. In other areas there are similar courses called Psychology of Athletics, Kinesiological Anatomy and so on. Out of such a training regime a brand of individual emerges who has a brief and to the point answer for all the common occurrences of the gymnasium and athletic field. He exhibits childlike prattle in response to many words about class organization, learning situations and philosophy; but it quickly runs into the grooves of narrow definitions and pert formulae. We behold a homo sapiens trained in the tricks of muscle, mind, and speech far beyond his cousin the anthropoid ape; but he is very unsteady in the presence of his less muscular, more profoundly thinking brother homo whose textbook in physiology contained a full set of human organs and discussed not only man's knowledge but also the limitations of his knowledge of each.

Are we not ready to listen to the third voice? In fact, have we not already in many places, though imperfectly, already achieved its program? Can we not now consciously unite our forces to hasten the day when Chemistry will be taught to our majors by men who understand and are interested in physical education, by men who will teach undiluted chemistry of the first order to physical educators as physical educators and not to physical educators as ongoing researchers in Chemistry; to hasten the day when Anatomy, Psychology, and Sociology will each be taught by men and women who are not only thoroughly competent scientists in their respective fields but have also thought, read, and researched in the special problems of Physical Education. Bacteriology if it is taught will lean a bit toward swimming pool sanitation, athletes' itch, and the problems of resistance as affected by fatigue, exercise, and exposure. In Physiology every normal body process will be visualized in the runner in action and at rest. It will be good physiology. It may perhaps be excused for spending a little time on the muscular system even though this is often not done in medical schools. Motor units, reaction time, and the work cost of exercise may excusably ask parathyroidectomy, retinoscopy, chronaxie, and the heat generated by an axon to give way to them. The former are just as fundamental physiology as are the latter and obviously more valuable to physical educators, even as the latter may be to the physician.

There is always selection of material in every pure science course. There is not time to teach all. Selection is made in terms of the professor's interest or the consumers' needs. If the two do not coincide (to coincide would be ideal) I am convinced that consumers' needs and that means professional needs should dominate the selection of materials as well as their emphasis. But this must be done by the trained Physiologist, Chemist, etc., not by an outsider—lest the science be not fully exploited to the benefit of the profession.

May I summarize why I believe that only in an adroit combination of the subject matter approach with the learn-by-overt-behavior approach will we attain that essence of the functional which is applicable on the professional training level.

Elsewhere I have recently said that we do not need binominal courses which start out to integrate subject matter but usually end up by merely *diluting* subject matter. Rather we need binomial professors who know both a science and physical education and who can teach their sciences in a way which will help students to integrate with their own experiences the experiences of the men who toil in science.

No two persons spontaneously sense the same problem at the same time in the same way, but the human mind is capable of constructing a functional situation of any imaginable sort on a moment's notice. Though this situation may not exist at the moment in the external world, it may be just as real to the student. In fact, under the stimulation of the well-written page or of a skillful teacher the situation can advantageously be freed from its unessential detail and presented with diagrammatic clearness in one moment, and in the next moment the complicating factors can be added. Contact with external reality or actual situations is most desirable; but to make it a requirement of the teaching moment is often impossible if not too time consuming. In the imagination dozens of past experiences may be brought together in a few minutes.

Sensations and thoughts are human acts as much as are muscular movements. Thus the formation of an attitude or mental habit is just as much learning as is the doing of an overt act with the biceps muscle or the tongue and vocal cords.

The accumulated knowledge of man's sciences is of great worth to him. The organized state of this knowledge in the sciences is the most compact and orderly form in which it can be put. Permitting this

form in some measure to guide the class in its mode of attack would appear to be economical of time as well as logical.

The role of the textbook or teacher becomes that of guiding an entire class to imagine practical situations at the exact moment when the best experiences of the race in regard to this situation are recounted. If this imagined situation can be related to matters of vital importance to the student the emotional tone thus aroused will color also the new learnings thus insuring their recall when next the situation is met in real life.

ACTION NEEDED

G. L. HERMANCE
The Rice Institute

We talk a great deal about an adequate physical education program, but few of us do anything to promote or produce one. Observation shows that in most cases we have inadequate programs where the need is greatest. At present there is a particular need for practical action in order to provide for the education of younger children.

The Undernourished Child

I am not thinking of the undernourished child as a result of insufficient food, but as the result of a physical education program with less than the minimum necessary for sound health, growth and development. Children do not wait to be taught the use of various activities. When the need for an activity appears, the child learns it, either correctly or incorrectly. Think of activities such as walking, throwing, jumping, striking, etc. Does the child wait to be taught these movements? Since we find that the child does not wait for instruction, we must teach him when he first shows signs of using an activity.

Most of these fundamental activities are experienced before the child attends school. Therefore, there is no possibility at present that the school physical education program could supervise his learning. This means that the parents must be the physical education instructors or else the chances for the child to learn correctly are very slight.

Qualifications of Parents as Physical Education Instructors.

The fact that so few children execute the fundamental movements correctly would indicate that they are not being properly taught by the parent. When parents are unskilled themselves, they set up undesirable patterns for the children to observe. By watching the walking, throwing and jumping movements of parents, one can readily see that very few children witness correct demonstration of the simple daily activities.

Upon close analysis, it appears that we in physical education, are not enough concerned about this inadequate performance of simple movements which serve as a basis for all activity skills throughout life. In education we are instructed to be very careful that the child learns the approved method of procedure. How much better it is to learn correctly the first time than to have to undergo a re-education which takes extra time and is neither enjoyable, nor achieved with any degree of thoroughness.

Since children experience fundamental movements before school age, and since very few parents are qualified to give guidance to their children, some steps must be taken by the people in the profession of physical education either to provide the guidance, or to provide units of instruction in fundamental activities for parents. Working through the parents seems a more feasible idea. The units of instruction to parents, to be immediately effective, would have to be in the form of adult courses in each community. Rather than having one general course, there should be courses adapted to the different age levels of the children.

Elementary Teachers and Physical Education For Boys.

Reports from elementary principals show that they and the teachers are aware of the need during the school hours for boys of the fourth, fifth and sixth grades to come in contact with and be influenced by men. In some countries men are available for teaching on the elementary level, but in the United States, very few men teach in the elementary schools. Consequently, during the years that the boys are progressing from fundamental movements to game skills of specialized movements of jumping, throwing, etc., they do not have performance standards suitable for motivation of correct learning.

It is too much to expect the woman classroom teacher of the elementary schools to be able to set up all the standards and patterns of performance which boys on this level need. On the other hand, if we don't set up standards for the boys, how can we expect them to become interested in activities, to know what degree of perfection they may achieve, and to become trained in the foundation skills of the more highly organized activities of later years. Men are needed for the activity instruction of boys on the

elementary school level if the physical education of the now undernourished boy is to be greatly improved.

SUMMARY

In the above discussion it has been pointed out that:

(a) The physical activity of the child before school age is very important, for it is the very foundation upon which performance and skills of later life are built.

(b) Parents of today are not able to demonstrate or direct pre-school children in the correct performance of fundamental movements and activities.

(c) There is a need for units of instruction by age levels in the field of parent education on the subject of activity education of children.

(d) Women elementary teachers cannot be expected to conduct the activity program for boys where it is necessary to set up patterns and standards of performance sataisfactory to the needs of boys.

(e) School administrators and those interested in the profession of physical education should endeavor to interest men to qualify for teaching on the elementary level so that they are available for the activity programs of boys.

A STUDY OF SOME OF THE ADMINISTRATIVE ASPECTS OF ATHLETIC INJURIES

CLAUDE NEWTON BEASLEY
Professor of Physical Education and Director of Athletics, Illinois College, Jacksonville, Ill.

This study was an attempt to find out to what extent the schools were taking adequate care of their athletic injuries and to ascertain the methods. The study was made of fifty schools, forty-one of which were high schools and nine were preparatory schools. The high schools surveyed were from industrial, residential, and rural communities. The preparatory schools ranged from the very select down to the schools whose enrollment consists of students from families of very moderate means.

A few of the outstanding points that were made very clear in this study are listed in the following summary.

In a large per cent of the schools, there is one physical examination given per boy each academic year, generally upon entrance at the fall term. At least 50 per cent of the schools do not require the student to be rechecked for physical fitness at the beginning of each sport season. Illness, periods of sudden growth, and many other natural physical disturbances will change a boy's physical condition to such an extent that strenuous athletics produce serious and permanently harmful results.

Permanent records of the physical examinations were found in only 2 per cent of the schools studied. Almost every school had some records but they were not complete and were not in useable form. Many boys with athletic injuries that were received in former years were allowed to compete without adequate protection for the weakened part because the person in charge had either forgotten or had not been told of this former injury.

It is the writer's opinion that the person who passes upon the seriousness of the athletic injuries is not adequately educated for this purpose. Many of the coaches have not received adequate training to justify the authority placed in their hands to judge the extent of the injuries received. The physical directors in private schools are usually graduates of an accredited physical education institution and are much better qualified to judge the seriousness of the injuries but they show a much lower per cent of participation in this duty because their work is not with the competitive teams. Over 45 per cent of the injuries are received during the practice session, at which time practically none of the schools have a doctor in attendance, therefore, injuries are permitted to go unattended for hours and even days before a doctor is consulted. After the doctor has been consulted, the schools show a commendable attitude in not permitting the boy to re-enter competition without the doctor's consent. Part of the neglect of athletic injuries is due to the meagerness of equipment for the treatment of sprains, strains, and bruises. The negligence in supplying of equipment, in the opinion of the writer, is not due to the lack of funds but is due to the lack of training in the use of the proper equipment.

Some schools have a doctor at all football contests. The survey shows that a doctor is not present during 61.3% of the football games in high schools. The same is true of 87.7% of the preparatory schools. In other sports, the doctor is present only occasionally in most of the schools and he is usually there not in an official capacity, but merely as a spectator or he is a young doctor hoping to establish contacts which would be of value to him later. The per cent of injuries received during the games runs higher in preparatory schools than in the high schools. This is evidently due to the more strenuous schedules attempted because the boys are approximately the same

age and the survey shows that the preparatory schools' equipment is superior to that used in high schools.

When the American boy wishes to enter athletic competition, less than two per cent are inhibited by fear of the cost which would be incurred if he were injured. They are a plucky lot as shown by the figures that .96% of the boys in high schools drop out because of injuries and but 1.6% drop out in our preparatory schools for the same reason.

Conclusions Supported by This Survey

In summing up the facts accumulated during this study of the treatment given to athletic injuries the writer finds some of the conditions adequately cared for while others were neglected. The physical examinations as conducted at present are not satisfactory. Too great an emphasis is being placed upon the medical examiner's rating, which is based upon a great mass of anatomical and other irrelevant measurements, and not sufficient attention given to the value of functional tests. It is established that from the educational standpoint the functional type of examination and tests is the important type for the physical education. So far as the writer learned practically no functional tests were administered by the physical administrators interviewed. Examinations of a medical nature are not followed up often enough during the school year. When a boy shows signs of feeling the strain of athletic competition a medical man's advice should be sought before that boy is permitted to continue to play.

The records kept of athletic injuries were considered to be very inadequate. The writer attempted to secure the forms upon which the records were kept, but was unable to find any satisfactory form in existence. The forms that were kept were medical examination blanks and were filed in the physician's office. The physical director had no copy of these records.

Equipment for treating athletic injuries is very meager in our secondary schools; even equipment for first aid is most inadequate. This is due to negligence rather than to lack of funds. The protective equipment such as ankle wraps, tapes, and special pads was very well taken care of. The coaches do not seem to realize or stress the importance of prompt attention even to the slightest cuts and blisters.

The partial medical supervision of our athletic contests is very worthy of praise. However, the survey brings out the fact that there is not close enough cooperation between the physical director or coach and the physician in charge. Often the coach leaves the responsibility completely in the hands of the doctor, and a closer relationship between the two would promote greater efficiency.

Recommendations Seem Justified as Derived From the Conclusions.

Physical examinations must be more complete. The basis upon which the doctor passes his judgment must be thoroughly understood by the physical director. It is not enough for the doctor to give the boy permission to compete when his judgment is based upon anatomical criteria alone. The physical director must augment the doctor's examination with one giving flexibility and condition tests. Comprehensive records should be kept jointly by the doctor and the physical director. The *case history* of the boy should include all injuries received *before* as well as while attending his present school.

The coach should not be left with the responsibility of passing judgment upon the seriousness of an injury. A medical man should be available after each day's practice or game to inspect and give his expert advice relative to the further continuance of that boy in the sport. It is suggested that a half hour appointment with the local doctor (if there is no regular attending school physician) be made so that he will be easily available.

The first aid rooms are not adequate in our secondary schools. Therefore, it is recommended that the school authorities provide the space and money to equip and maintain a modern emergency room.

It is recommended that there be organized some society to bring the parents of the boys competing in athletics into closer contact with the physical administrator. The writer wishes to stress this point. If the administrators are to function efficiently they *must* understand the background and the home life of the boys.

In the opinion of the writer, after careful consideration, at the present time the best method of financing athletic injuries is to provide insurance for the competitors.

There are two types of insurance available which might be considered applicable for this purpose. First, that type of protection as provided by the New York State Public High School Athletic Association and by the Pennsylvania Interscholastic Athletic Association Protection Fund. These two state associations do not guarantee to pay any compensation, but they *do* state that they will pay until their funds are exhausted. The premium for the boys in the member schools is very low and is governed by the sport during which the insurance is in force. For example, football in the state of Pennsylvania covers a student for seventy-five cents, basketball for fifty cents, and gives the additional transportation coverage for any specified period of three months for one dollar and fifty cents ($1.50). The other sports that are covered are proportionately low. This scheme of insurance is to be recommended provided a sufficient number of schools can be enrolled.

The second type of insurance is accident insurance written by commercial companies. This runs considerably higher in expense and offers wider coverage but there has been difficulty in supervising and determining the cause of the injury. Injuries received from other sources than athletics have been reported to these companies and this necessarily has forced the

premium rate so high that it is prohibitive for many students. If a closer check could be made by the school authorities and better cooperation established between the local physician and the insurance companies, a more satisfactory rate could be established.

This seems to indicate that there is a need for more coordination and the establishing of an organization for providing care for athletic injuries. At present the responsibility seems to be divided between the physical department, the school authorities, and the parents of the boys. If the responsibility could be centralized, many of our permanently injured youths would be protected and the reluctance of the parents to permit their sons to participate would be removed.

CRITERIA FOR THE SELECTION OF METHODS IN HEALTH INSTRUCTION*

CARL F. TRIEB
Occidental College

When the American Physical Education Association accepted the report of the Committee on Terminology of the Health Education Section in 1935[1] and urged the adoption of the definitions recommended, it took the first step in standardizing concepts and practices in school health programs. Health Education is there defined as "the sum of all experiences which favorably influence habits, attitudes, and knowledge relating to individual, community, and racial health", with School Health limited to "that part of health education that takes place in school or through efforts organized and conducted by school personnel". From these definitions it will be noted *first*, that health *education* is not necessarily limited to the formalized experiences of classroom instruction, but includes all experiences to which the individual may be exposed and which may influence his habits, attitudes, and knowledge; and *second*, that health *instruction* implies an organized and hence more formalized approach to the problem of the favorable development of these same three areas.

It is with the latter, that is, with health instruction, that we are here concerned. To do this adequately necessitates a review of the methods available for conveying sound and dependable information, developing desirable attitudes, and inculcating acceptable habits, followed by the formulation of criteria by means of which these methods may be evaluated in terms of their practicability and their probable results. Limitations of space preclude but the barest reference to the first part of the problem.[2] The variety of instructional methods available for our use is not peculiar to the field of health education. Most of them are familiar to us through our acquaintance with them in teaching the content and tool subjects in strictly academic areas. They are usually classified under four general heads: (1) Class instruction; (2) Group instruction; (3) Individual instruction; and (4) Activity instruction. Each of these in turn may be modified to fit it more adequately to a given situation and to minimize as far as possible the defects inherent in it. Thus we find such terms as the lecture method, the textbook method, the recitation method, the Batavia Plan, the Contract Plan, the Morrison Plan, general and special ability grouping, the Dalton Plan, the Winnetka Plan, and a host of others.

It is neither practical nor feasible to rank them in their order of importance. Conditions vary too much from situation to situation. It serves a much more utilitarian purpose to consider the factors which necessarily must influence us in the choice of method and which thus serve as criteria by which we are able to judge of its probable appropriateness and effectiveness.

In the final analysis there is only one criterion by which we should decide the worth of a method of instruction and which should determine our selection of it. That criterion is the end results which it produces. Except in the case of knowledge, that is to say of information acquired, our tools of measurement are still too crude to enable us to determine either quantitatively or qualitatively the extent to which attitudes have been permanently changed or habits securely inculcated. Our judgment of the relative worth of different methods of instruction must still be largely subjective in terms of an impersonal evaluation of their success or failure in practice. There are other criteria, however, of which we can avail ourselves. Stated as questions, they are:

1. What is our point of view regarding the health instruction program? This is a question which involves our social and educational philosophy and the aims and objectives which we formulate on the basis of that philosophy.

* A condensation of a paper presented to the Health Education Section of the joint meeting of the California Association for Health, Physical Education and Recreation and the Southwest District of the A. A. H. P. E. & R. at Long Beach, Calif. March 15, 1940.

References:

[1] Williams, J. F. (Chairman) Committee Report of the Health Education Section on "Definitions of Terms in Health Education". *Journal of Health and Physical Education*, December, 1934.

[2] Tidyman, Willard F., *Directing Learning Through Class Management*. New York: Farrar & Rinehart, Inc., 1937. An excellent exposition of methods of teaching through class, group, individual, and activity instruction.

a. Do we believe that health instruction should be primarily if not solely a matter of the acquisition of information? If we do then the class method is acceptable; formal assignments may be given, uniform for all; a single textbook without collateral reading may be required; results will be measured simply in terms of regurgitated information; content and method may both very well be meaningless to the pupil.

b. Do we believe that health instruction should be reflected in changed attitudes and habits? In such case it is logical to suppose that a method which invites the active participation of the pupil in it will be more productive of results. We will not be concerned so much with whether the individual knows *why* he is substituting a desirable habit for an undesirable one so long as he actually does so. The emphasis will be more upon the doing than upon the knowing.

c. Do we believe that subject-matter is of more importance than the individual, or vice versa? If we believe the former, then knowledge will be emphasized; if the latter, then care must be taken to adapt subject-matter, and hence method, to the individual differences and needs of the pupils.

2. How large is our instructional staff and what are the qualifications of its individual members? It is evident that a small staff and a large student body will result in a large teacher load, unless such situation is modified by an excessive number of periods per day in the school schedule. With large classes it is obviously impossible to employ any of the methods of instruction which allow for adequate individual attention to pupil needs. Some form of mass instruction is almost certainly indicated, even though the staff responsible for this function is well trained.

a. Have the staff members a good pre-professional foundation in the sciences, especially the biological sciences? If they haven't they lack the basis for an intelligent understanding of the principles upon which content and method in teaching are predicated.

b. Have the staff members a good background in psychology, especially in the areas of genetic or developmental psychology, of abnormal psychology, of the psychology of personality, and of educational psychology? In the absence of such preparation, there will also be an absence of appreciation of the phenomenon of human nature. There will be closed to the teacher a rich and varied subject-matter content, as there will also be denied him an understanding of the nature of learning and the conditions under which learning most favorably occurs.

c. Have staff members had adequate preparation in the subject-matter content of health and hygiene? Limitation in the breadth of their knowledge to some extent limits the number and kinds of methods which they will need to know.

d. Have staff members had adequate experience in classroom teaching under supervision to qualify them to assume the responsibility for giving health instruction? To what extent have they been prepared for this function by sound and practical courses in methods of teaching? Most, if not all, methods of instruction depend for their success upon the competence of the instructor.

e. Have staff members the necessary desirable personal qualifications which qualify them for the function of leadership in forming the attitudes and molding the habits of young people? Leadership is not necessarily stable. The study of it as a phenomenon discloses that it may fluctuate from person to person, from moment to moment, and from situation to situation. What assurance have we that the teacher who is an excellent leader on the playfield also is an excellent leader in the classroom? There is reason to believe that success in teaching by widely divergent methods is closely related to teacher personality.

While the splitting of an infinitive may appear in the estimation of the English teacher as something more to be regretted than the acquisition of an undesirable health habit, it is none the less true that the former is less disabling than the latter. The effect which health instruction has on pupils is unquestionably affected by the extent to which teachers are the masters of the health content and teaching method which they select.

3. What is the nature of the subject-matter content of which the course in health instruction is composed? If the course is specialized as to content a particular method for its presentation will be indicated. Let us suppose, for example, that we propose limiting a semester or unit of work to infection, resistance, and immunity. Demonstration laboratory work would here be very effective in vitalizing its teaching. On the other hand, if we were confining our instruction to problems in community hygiene, such as a study of the water supply or the disposal of waste, nothing could quite surpass what has been designated as the observation or excursion method, a method by which the pupils visit and personally observe these public health functions. The practicability of this last method would

obviously be closely tied in with the size of the instructional groups, the ease with which visitations could be made, public liability in the transportation of pupils to and from school, and similar problems.

4. What instructional facilities are available in terms of plant, equipment, and supplies? Most of us are acquainted with the difficulty of trying to give health instruction as a "rainy day" program with some two to three hundred boys or girls seated around in the gymnasium. Apparently health instruction has not yet arrived at a point where it merits the dignity of regularly scheduled periods and classrooms. It is but one of the many paradoxes in health and physical education that the very things we are trying to promote and maintain through our program must be offered under conditions which are the very antithesis of what they should be.
   a. Do we have sufficient classrooms reserved at specified periods to take care of the classes in health instruction?
   b. Do we have the necessary laboratory facilities and activity rooms for the gaining of valuable personal experiences through engaging in activity projects?
   c. Are we adequately supplied—if at all—with visual education equipment and materials, such as projectors, slides, films, charts, and models?
   d. Does the school library contain sufficient up-to-date textbooks, government reports, pamphlets, and magazines to allow for collateral assignments, independent reading, and the like?

   Since the choice of a particular method is to such a great extent dependent upon whether or not we have the facilities for employing it, it cannot be denied that they are very important as criteria of which method we *can* use—not necessarily which method we *should* use.

5. What amount of time has been allotted for giving health instruction? This question relates to the number of terms or semesters devoted to it at any school level and to the number of hours per semester and the length of the periods. Given a situation in which but one forty-five minute period per week is devoted to health instruction, it is questionable whether we would be justified in using such a limited time budget in "learning to mastery", as the Morrison Plan would require, when there is such a wealth of material to which the student should at least be exposed.

6. What is the administrative organization of the health instruction program and how well is it coordinated and correlated with the school levels below and above it?
   a. Is the total school health program organized on a graded basis, thus allowing for progression from grade to grade and from school to school level?
   b. Is the instructional program organized on a cycle basis, in which a series of cycles are taken up successively over a three- or four-year period?

   If the first situation obtains we may well expect that the content taught will be repeated from time to time and in increasing order of difficulty. We may also expect greater homogeneity in the groups taught. In the second situation three (or four) school grades, especially in the junior and senior high schools, will all receive the same content, often in the same classes, and hence will present greater problems in method due to increased variability in the members constituting the classes. A graded program, if there is proper correlation between school levels, will influence method by obviating the necessity of an elementary introduction to each new aspect of health instruction taken up. A cycle program, on the other hand, almost invariably demands an elementary introduction to the new cycle before the work can be brought up to the level of maturity of the pupils.

7. Does a particular school or school system employ an adequate testing program for sectioning pupils into homogeneous groups relative to the attitudes, and satisfactory habits? It has already been pointed out that present tools of possession of adequate information, desirable measurement are inadequate, especially in the last two areas. Even if we had them, it is doubtful whether school administrators would sanction the practical application of the results gained from their use. It is unfortunate, from a number of points of view, that the responsibility for health instruction is so often delegated to physical education people. One of its effects has been to allocate a physical education period for health instruction purposes. The consequence of this has been, in turn, to place in a health instruction class—for what is essentially academic instruction—pupils who theoretically have been homogeneously grouped on the basis of physical size, maturity, or skill.

8. Is there in existence in a particular school or school system a health service program competent to discover individual needs organically, physically, and psychologically through adequate physical, medical, and psychological examinations? If our social and educational philosophy recognizes and attempts to provide for individual differences, it follows as a matter of course that our health instruction program should be varied to care for individual needs. This, in turn, will involve not only a difference

in the content taught, but in the methods used in teaching that content. We are thus inevitably led to consider several subsidiary questions:

a. What attempts are made to discover individual health interests? To what extent are we interested in procedures which promote and maintain health when we are well? How meaningful and personally significant is much of the material which we teach to boys and girls who are not ill at the moment?

b. What previous preparation and training in health have pupils had? Are we merely re-teaching much that they already know? Is the aversion to health instruction so often observed the result of too much repetition?

c. What are the social and intellectual maturity levels of the pupils? Do we too frequently select content and employ method which is not stimulating and challenging to them?

9. Is there in existence in a given school or school system a coordinated health program, under the direction of a health coordinator who enlists the cooperation and support of all departments and faculty members relative to the many and diverse health problems of pupils? If a coordinated health program does exist, the method employed for furthering the health instruction of pupils will be almost completely an individual one so far as they are concerned, and a cooperative one so far as the faculty are concerned.

A more searching inquiry into, and a more extensive exposition of, the implications inherent in the above questions is needed. At the moment the only conclusion we can justifiably reach is that there are many methods applicable to health instruction; that any one of them may be the "best" method for a given situation; and that the criteria by which we are to judge which *is* best are complex and many in number, and which must be carefully considered in relation to the particular instructional situation and to each other.

A GRADING SYSTEM FOR PHYSICAL EDUCATION FOR COLLEGES, UNIVERSITIES AND HIGH SCHOOLS

STUART BALLER, CHAIRMAN
Physical Education Department for Men
University of Omaha, Omaha, Nebraska

In attacking the problem of grading in physical education, the writer realizes the difficulty of the task. In the first place, there is always some question of the accuracy of grading methods in any subject; then, too, because physical educators in general are prone to disregard all methods or standards for grading, there is comparatively little information to guide one in setting up a grading system.

The authorities for the program listed here come from two sources; first, the program now in use in the school where the writer is an instructor; second, information selected from articles and books by leaders in this field. LaPorte, Bookwalter, Sharman, Hughes, Staley and Hetherington are the main contributors. If in this presentation, two of these men disagree, it is most probable that the one agreeing with the writer's opinion will be quoted.

APPROACH TO THE PROBLEM.

In order to grade a student in physical education, or even to set up a program, it seems logical that one should decide on the aims and objectives of the course. In the Physical Education Curriculum based on the nine-year study we find these:[1]

Physical and Organic Growth
Good Citizenship
Psychological Development
Safety Skills
Recreational Skills

Bookwalter,[2] in his outline of objectives, lists them under four main headings of Remote, Intermediate, Immediate, and Pedagogical.

Remote Objectives
- Health
- Worthy use of Leisure time
- Ethical Character

Intermediate Objectives
- Organic Development
- Neuro-Muscular Skills
- Interpretative Skills in Cortical Development
- Emotional Impulsive Development

Immediate Objectives and Pedagogical Objectives
- Physical Change
- Habits and Skills
- Knowledge and Insight
- Appreciative Attitudes and Ideals.

[1] LaPorte, William Ralph. *The Physical Education Curriculum, a National Program,* Committee on Curriculum Research, College Physical Education Association, University of Southern California Press, Los Angeles, California, 1938, p. 9.

[2] Bookwalter, Karl W. "The Objectives of Physical Education," *The Journal o fHealth and Physical Education,* Vol. V, No. 2, February, 1934, p. 26.

Sharman[3] gives us his objectives in his definition of physical education. He says "It is a way of education through motor activities and related experiences, and its subject-matter is a way of behaving." The scope includes health service, school hygiene, hygiene instruction and physical education.

Hetherington[4] lists his objectives of physical education as: (1) The immediate objectives in the organization and leadership of child life as expressed in big-muscle activity. (2) The remote objectives in adult social adjustment and efficiency. (3) The objectives in development of the instinct mechanisms, intellectual mechanisms, neuro-muscular mechanisms and nervous power and the objectives of social standards and control of health.

The Relation of Grading to Objectives. Conclusions Reached.

If the objectives listed by the above well-known authorities on physical education represent the things for which we should teach, then it is logical to assume that we shall find them in our physical education curriculum in many forms; likewise it is logical to assume that these same objectives must be kept in mind and must serve as a basis in setting up any system of grading.

The Scope of the Physical Education Field.

Unless an encirclement is made around the educational area with which physical education is concerned, a problem of what activities to include will arise, and with it, additional problems of grading. Hetherington classifies these activities under three main headings: Natural or playful, Formal, and Related. The following activities are listed under each heading:

Natural

- Self Testing Activities
- Dramatic Activities
- Rhythmical Activities
- Hunting Plays and Games
- Athletic Activities
- Personal Activities
- Water Activities
- Winter Activities

Related

- Locomotor Activities
- Outing Activities
- Industrial Activities

Formalized

- Marching Tactics
- Postural Drills
- Corrective Drills
- Special Corrective Movements.

[3] Sharman, Jack R. *A Physical Education Workbook,"* A. S. Barnes and Company, New York, 1936.

[4] Hetherington, Clark W. *School Program in Physical Education,* World Book Company, Yonkers, New York, 1922.

The Problem of Setting up a Grading System

An ideal grading system would be one which can test the improvement of a boy in any activity by an accepted standard set up by the school. It would measure his achievement in archery as well as tennis, football as well as basketball, table tennis as well as golf. It would weigh the aptitudes at the beginning of the semester and again at the end. It would show with what grade a boy started, and what grade he should have in the closing weeks. Unfortunately, as yet, this cannot be true. Our tools of measurement are too few, and the ones we have are inadequate. Some so-called educators have simplified the problem of giving grades by basing their judgment on attendance only. Others have simplified it further by giving no grades at all, whereas we find at the other extreme those who give credit for secretaryship to the instructor or who grade daily by the use of a card in the hands of each student, who may have to give himself a demerit mark for forgetting to put his suit away that particular day. At best the system used will have criticism until better tools which measure each basic fundamental, objectively, are established. However, until then, one must establish as good a system as possible that will meet the requirements of his school. In order to do this one must set up criteria on which to base useful marks.

Criteria for School Marks.

(1) It must be valid. Truly symbolic of the quantities and qualities of pupil achievement for which they purportedly stand.

(2) It must be reliable. As far as possible it must measure the fundamentals included in the course.

(3) It must be objective. Insofar as possible it should measure the same thing even though the instructors might be different.

(4) It must have Definite Standards. It must have a scale of performance in terms of elements hard to measure such as desirable characteristics of citizenship.

Value of a Marking System.

(1) It brings before the student the elements of the program which one considers important and basic.

(2) It conveys the idea that the instructor does have a definite objective in mind and knows what he intends to accomplish.

(3) It serves the student by informing him how closely he is conforming to standards and though it may be used as a whip, it will be an incentive for further effort.

(4) It has an incentive toward stimulating closer teacher and pupil interest and possibly the added factor of parent interest.

(5) It takes the place of recognition awards to those who have conformed to a high type of program.

(6) It gives the instructor a skeletal program of objectives.

This point is emphasized when one's attention is called to the report of C. O. Jackson,[5] on the status of physical education in the accredited secondary schools of Illinois. He shows that from a survey made, one-third of the teachers are not meeting the state requirements; forty-one had no training at all, and one out of eight had less than five hours of training in physical education. Twenty-six academic hours to every five in physical education were taught by most of the physical education teachers.

Method Recommended.

A point system is used. It deals with units of education, and will be objective as much as possible. When subjective estimates are made, a standard scale of performance in terms of the elements are established and used. Each factor will have a weighted grade in proportion to the estimated importance of the factor. Examinations will be varied from time to time as improved techniques are found. A different number of examinations may be given to measure one factor. If this is done, the result is given a relative weight according to the thing it measures.

Following is a chart listing eleven factors on which the final grade of a student is based.

FACTOR	A	B	C	D	E
Attendance	16	12	8	4	0
Skill Demonstration Examination Objective Individual Subjective Individual	16	12	8	4	0
Skill Performance Examination Objective Individual Subjective Individual Double Elimination Tournament	16	12	8	4	0
Written Examinations concerning units studied, such as rules, etc.	4	3	2	1	0
Written Examinations on current sports topics	4	3	2	1	0
Ability Estimate of Improvement (This follows homogeneous grouping)	16	12	8	4	0
Posture Tests	4	3	2	1	0
Hygienic Inspection	4	3	2	1	0
Citizenship	4	3	2	1	0
Healthmanship (Terminology same as Staley's but used differently)	4	3	2	1	0
Sportsmanship (An overemphasis is made on citizenship)	4	3	2	1	0
Total	92	69	46	23	0

varies 23 points. The range varies from the midpoint

It may be noticed that the weighting works in such a way that the value from one weighting to the next between weights to the designated weight. For example, group A totals 92 points. Group B totals 69 points. One-half of the difference is 11.5 so that a boy receiving a grade of 80.5 to 92 points receives a grade of A. One whose grade lies from 57.5 to 80 inclusive is in group B. Group C has a range of 57 to 34.5. Group D has the range of 34 to 11.5 inclusive, and anything from 11 to 0 is marked a failure.

An example of obtaining the final mark of a student by using the method given is illustrated here.

	Points
Attendance receives a C grade	8
Demonstration examinations receives a B	12
Performance examinations receives an A	16
Written examinations receives a C	2
Written examination, current sports, receives an A	4
Ability estimate improvement receives a D	4
Postural tests receives a B	3
Hygiene inspection A	4
Citizenship B	3
Healthmanship B	3
Sportsmanship B	3
Total	62

This boy would receive a final grade of B as his score is within the range of 57.5 to 80. It may be noted in the example given that improvement estimate was the factor graded lowest in this series.

These factors in the order of their appearance on the foregoing summation chart will be discussed in the following paragraphs.

Attendance.

S. C. Staley[6] points out the danger of using attendance as the only method of determining grades. He also points out that this practice of grading comes from the idea that the physical education program is a program of exercise and sweat, and that formerly, when that was accomplished, a good job was completed. It followed logically that the one who was present most, received the most exercise and, of course, merited the highest grade. He admits that daily work does play a part in determining the final grade but it should play a natural and logical one. It should be noted that the factor "Attendance" is not a daily grade. There is no place in the group of grading factors for the daily estimate of boys' ability though some think it should be included.

Bookwalter[7] says that "attendance in physical education classes is of even more vital importance than attendance in so-called academic classes. Physical Education is primarily an activity subject . . . . "A social situation missed today can never be recalled. The organic development lost today cannot be made

[5] Jackson, C. O. "The Status of Physical Education in the Accredited Secondary Schools of Illinois." *University of Illinois Research Bulletin,* Vol. IX, p. 47.

[6] Staley, S. C. *The Curriculum in Sports,* W. B. Saunders Company, Philadelphia, 1935.

[7] Bookwalter, K. W. "Marking in Physical Education," *The Journal of Health and Physical Education,* Vol. VII, No. 1, January, 1936.

up by a double dose tomorrow." Following is an attendance scale:

A	Excellent	0 or 1 absence
B	Good	2 or 3 absences
C	Fair	4 or 5 absences
D	Poor	6 or 7 absences
E	Failure	8 or more

Two tardies equal one absence

Skill Demonstration Examinations.

One type of skill demonstration examination may be given in the field of Archery. The teacher asks the student to demonstrate the proper position of holding the bow, shooting, etc. The student complies with the teacher's command. He either succeeds or he fails as the various fundamentals are noted. An illustration is given here.

	Subjective
Stringing the bow	0 or 1 point
Nocking the bow	0 or 1 point
Position of fingers on the bow	0 or 1 point
Position of the elbow	0 or 1 point
Anchor position	0 or 1 point
Sighting	0 or 1 point
Loosing the arrow	0 or 1 point
Position of shoulder	0 or 1 point
Position of wrist and forearm	0 or 1 point
Position after shooting	0 or 1 point
Total	10 points

Score A represents 10 points; B represents 8 and 9 points; C, 6 and 7 points; D, 4 and 5 points; E, anything under 4 points.

Malcolm S. MacLean[8] sounds a note of encouragement for a battery of objective demonstration tests when he writes, "Whether or not a requirement of a specific level of accomplishment in participation in sports activities is (either group or individual) justifiable, is in my judgment very doubtful. We have gone far from the old days when we had to swim the length of the pool under water and come up smiling or we were barred from graduation." He then emphasizes the theory of a study of the fundamentals that make up a sport by saying, "There is a vast difference in richness of experience between blind emotional cheering for dear old Siwash and the thrill of appreciation that comes from knowing the difference between a dropkick and a punt and a spinner from a forward pass."

The writer realizes that with the demonstration type of test one might not be fair to a few just as the music world might fail to appreciate the well-known Marx brother of motion picture fame with his well-known harp, even though he is able to command techniques that are unknown to the masters of the instrument. But in the main, especially if it has a high degree of correlation with other tests, this type of test is valuable. Because of possibilities like the illustration above, it seems imperative that we have whole activity tests of achievement such as is to be discussed next.

[8] MacLean, Malcom S. "The Place of Physical Education in the General College Program," *The Journal of Health and Physical Education*, Vol. VII, No. 9, November, 1936.

Performance Tests.

The two-way elimination test has been used in our plan of testing. It has proved very satisfactory as a measure of achievement among homogeneous groups. The double elimination examination is conducted as follows: The names of the students are shuffled and paired. The pairs compete. The results are recorded. The names are again shuffled and paired. The pairs compete. The results are recorded. The instructor now reviews the records and eliminates all contestants that have lost two games. The names of the others are shuffled and paired. The pairs compete. The results are recorded. The instructor reviews the records again eliminating those who have lost two games. This continues until all have lost two games or only one player is left.

The winner receives 16 points, the second bracket 15, and so on down to the complete loser, who would receive 5.

A subjective examination of performance can be illustrated by the forward roll in tumbling. The student performs. The teacher watches and grades him on his performance.

Illustration	Maximum Points	Teacher's Grade Points
Arch of the back	20	10
Position of the hands	20	10
Stance or approach to mat	20	15
Stance at end of the mat	20	10
Speed of activity	20	10
Total	100	55

The objective style of performance test may be demonstrated by throwing a baseball. If a boy throws it 250 feet he receives 5 points; 225 feet, he receives 4 points; 200 feet, 3 points; 175 feet, 2 points, and 150 feet, 1 point.

Following this, the activity may shape up as follows: Summation of Tumbling—Forward roll 80, head stand 90, cartwheel 80, roundoff 90, snapup 25, backward roll into head stand 50, and dive 100. This totaled and divided by the number of activities gives the subjective estimate of a grade of 73.5 or checking with the chart a B grade.

A Miss Evelyn Spindler[9] added what could be called an incentive device to her swimming test. She classified the different techniques of swimming from the simple to the difficult and then gave the classifications the following names ranging from the simple to the difficult: Polliwogs, Tadpoles, Minnows, Little

[9] Spindler, Evelyn. "Do You Grade or Guess?" *The Journal of Health and Physical Education*, Vol. II. No. 8, October, 1931.

Fish, Big Fish, and Whales. When one person reached the recognized efficiency to move from one group to the next, he did so immediately without any type of formal examination.

Written Examinations.

The place of written examinations in the physical education program is important because it concerns itself with the phases of the program that are usually overlooked or put aside unless some definite instrument is at hand. The examination can be used as a method of determining the student's knowledge of rules of games and fundamentals of the sports being learned. It also is a means of giving the individual an incentive to study the history and background of the physical education field for he knows he will be graded on the information he has at hand.

Hughes[10] feels that very little is given the student relative to the history, aims or values of physical education.

Staley[11] on the other hand points out the fact that the student may turn in an excellent report on the theory of physical education and still not be a good performer. However, it seems logical to believe this student would be a better product if the teacher kept in mind both objectives.

Written Examinations on Current Sports Topics.

This phase was added to our program though no data was at hand in regard to what was being done in other schools. For information a questionnaire was put in the hands of the students taking physical education. It was composed of questions of the completion type, multiple choice, true and false, etc. It concerned questions of who, and what, was considered news in the realm of sport during the current month. To our surprise it was found that Dempsey was an outstanding polo player, that Pop Warner's system was a bridge technique and that Davey O'Brien was noted for his basketball ability.

Because it was felt that it would be beneficial to motivate the interest of physical education students in the activities of each current sport and to provide them with some incentive for keeping abreast of events in the sports world, a series of tests was given, one each month. These tests included any activity or any name appearing in the sports section of one large city paper. Correction and grading of the papers was made then the results were tabulated. This, then, went into the final grading as weighted unit. Though there is no conclusive evidence, there seemed to be a significant amount of improvement in the student responses to the tests given at a later date.

[10] Hughes, W. L. *Organization and Administration of Physical Education in Colleges,* A. S. Barnes and Company, New York, 19__.

[11] Staley, *Op. Cit.*

Current Improvement.

This refers to the degree of improvement a student makes in an activity during the period of time devoted to it in relationship to the other members of his group.

The first procedure is to classify the students into homogeneous groups by the use of tests such as the Brace Motor Test, Rogers Physical Capacity Test, and Cozens Achievement battery of tests. The question of being fair to the individual in relation to this score will not be a serious one if the division of individuals into groups has been carefully done.

Oberlin College uses the following battery of tests for qualifying students for elective programs in physical education:

Running: Two laps on the indoor track—176 yards, time 24 seconds. 10 points.

Jumping: Running high jump. Height 4 feet 10 inches. 10 points.

Vaulting: Low horizontal bar. Height 47 inches, made for standing position; movement is continuous and the legs and body clear the bar. 10 points.

Climbing: Vertical rope. Height 20 feet, time 25 seconds. 10 point. Start from the kneeling position.

Pulling and Lifting: Two backward circles on high horizontal bar. Start from a hanging position, arms extended and body motionless. Each circle is continuous. The second is started from the same position as the first without the feet coming to rest on the floor.

Pushing: Push up on parallel bars ten times. 10 points.

Throwing a baseball for accuracy: Target 18 inch circle, distance of 60 feet. Score 3 out of 5 throws. 10 points.

Swimming: A distance of 100 yards, time 1 minute and 45 seconds.

Tumbling: Handspring. 10 points.

Balancing: Handstand, time 10 seconds. Movement on hands confined to a circle 4 feet in diameter. 10 points.

Total number of points possible, 100.

Ralph Piper[12] of the University of Minnesota, in discussing their fine program for proper placing of students, says that they use two classification tests: The football kick and the baseball throw for distance. These events are included in the Cozens battery of tests on general athletic ability, and were found to correlate so high with the scores obtained by administering the remaining tests, that they were

[12] Piper, Ralph. "A New Sports Education Program." *The Journal of Health and Physical Education,* Vol. VII, No. 6, June, 1936.

completely satisfied with the use of these two. A scoring table on the basis of 100 points for each event was devised from the scores made in these events by 1,200 freshmen at the university.

LaPorte[13] emphasizes the use of tests and urges instructors to devise their own. He says, "Teachers should be able to devise usable forms of objective tests to substitute in place of standardized tests that are lacking in up-to-date methods. Such tests include measurements of performance, skill, . . . to use such achievement tests as a basis for determining marks or grades in the course in place of the usual undependable and haphazard method of grading commonly in use."

For general motor ability tests Hughes recommends the Cozens General Athletic Ability Test for College Men, Rogers Strength Index Test, Brace Scale of Motor Ability, McCurdy Physical Capacity Test, and McCloy's Test of General Motor capacity.

Sharman[14] recommends ten of the individual tests in the battery of tests by Neilson and Cozens as a way to classify students into homogeneous groups.

The classifying of the students into homogeneous groups sets the stage for the students to compete on an equal basis. As is the case in the writer's school, it is hard to maintain the original personnel of these groups because of the frequent necessity of making certain changes in pupils' programs in order to meet specified requirements of the school. However, this classification should be carried on as accurately as possible, for the knowledge of his rating in achievement tests furnishes the pupil with incentive to work and to improve. The tests used to determine the amount of improvement are based on the fundamentals of the course studied. Just as college wrestlers and boxers are allowed to compete only in their own class, so do our students compete only with those who qualify with them in the early classification.

Hygiene Inspection.

The program of hygienic inspection closely follows the one given by Bookwalter. Items are known in advance by the student and discussed by the teacher. Definite established times are set up for this inspection. It is, as Bookwalter[15] says, "not a test to catch the student when he is unprepared but to aid him and encourage him in the practice of hygienic measures of cleanliness, and to measure his responses."

Weighted items include the following: Clean face, 1 point; clean shirt, 2 points; clean pants, 2 points; name on shirt, 2 points; clean neck, 1 point; clean hands and arms, 1 point; clean knees, 1 point; absence of foot disease, 5 points; clean feet, 1 point.

Total possible score, 15. Score of 13 to 15 inclusive receives an A grade; 10 to 12 inclusive is a B; 7 to 9 is a C; 4 to 6 inclusive is a D; and those receiving grades below 4 get failures.

[13] La Porte, *Op. Cit.*, p. 50.
[14] Sharman, *Op. Cit.*
[15] Bookwalter, *Op. Cit.*, p. 61.

Posture.

Good posture is defined at the beginning of the semester to mean poise. By way of explanation is cited the example of the well dressed man. After he has left the room, no one is able to describe exactly what he wore, yet every one is impressed by the fact that he was very well dressed. So it is with the person with good posture. As he walks about the room, one may be conscious of his moving around in an easy manner, but the attention is not drawn definitely to his posture. That leads to the conclusion that there may be an overemphasis as well as an underemphasis of posture development! That it is possibly just as wrong to have the shoulders drawn back too far as not far enough. Posture tests are given on standing position and also in walking. Ratings are made on boys with accepted good posture. No less than three students rate each one. Any great discrepancy is checked. The following points are noticed: Walk, position of head and torso, position of the feet.

Bookwalter[16] uses the Bancroft Triple Posture test as a scheme for assigning marks. His scheme for assigning marks is:

Pupils remaining in throughout the test receive a grade of A.

Pupils sent back on final exercise receive B.

Pupils not sent back until marching test, C.

Pupils sent back on the standing test, D.

Pupils absent or failing to take test, D.

Citizenship.

In this article, good citizenship and good character traits are assumed by the writer to be the same. The physical education program has no greater qualification than the one that it teaches citizenship.

With this philosophy it would be wrong, in the writer's opinion, if, grading other items, one failed to regard this one. However, no objective test measures character or the development of the different things that make for character. The closest thing at hand to measure this important factor in physical education is the establishment of standards of action which characterize the student as: (1) an excellent citizen, (2) a good citizen, (3) a fair citizen, (4) a poor citizen, and (5) a bad citizen. Bookwalter[17] lists four divisions; however, if possible, there should be five groupings if one is to have the grading system from A through failure. The two extremes are given here:

A. An excellent citizen in physical education is one who:

(1) is a natural leader among the boys.

(2) uses his leadership to the benefit of the group. He is not afraid to discuss a point with his instructor, (this does not mean argue) and he is glad to help a fellow classmate if possible.

[16] *Ibid.*
[17] *Ibid.*

(3) shows initiative. If the instructor fails to appear, he will go ahead with his work. He doesn't need a whip for him to progress. He practices on equipment in his spare time in developing techniques.

(4) is exceptionally skillful in his techniques.

(5) is courteous, pleasant and willing to accept obstacles that even the teacher may not be able to control.

B. A bad citizen is one who:

(1) is dishonest in his tests.

(2) refuses to participate in the activities.

(3) who doesn't take care of equipment—always pulling the bow to see how far it will bend before it will break, etc.

(4) is insubordinate to his instructors and to his captains.

(5) disregards instruction and is always talking to someone when instruction is being given.

The instructor is wise to rate his students several times during the semester and compare notes with instructors of other classes to which this young man happens to belong. It is always best to explain carefully that citizenship is being graded and that it can be developed to the same degree that shooting an arrow or kicking a football can be developed. Bookwalter had some of his class aid in the rating procedure. However, this brings up a question of procedure upon which the student might capitalize if he were failed because of the lack of good citizenship.

Sportsmanship.

This term has a very close relationship to the term "citizenship". There would be a high correlation between good citizenship and sportsmanship. It would be hard to conceive of one receiving an A grade in sportsmanship and receiving a D in citizenship. However, sportsmanship has a meaning in colleges that the term citizenship can't express. It's the last mile in citizenship. An overtone to something that is already good.

Staley[18] says that if this term is not included it may not be recognized and so excluded completely. This grade is entirely subjective and is confined within the instructor's notebook. It is initiative in being a good sport. It is that something that may be measured eventually more quickly than anything else in terms of citizenship. It is the thing we call "thoroughbred" or a "blueblood". It may come because of the type of parents the boy has—something instinctive—we characterize it by saying, "The boy is always on the right side".

It may be noticed that sportsmanship receives small weight. It is so subjective that any more weight might be detrimental; however, it is a trait to be encouraged and a term never permitted to leave the physical education glossary.

[18] Staley, *Op. Cit.*

Healthmanship.

This is another term used to denote a specific item of progress such as sportsmanship, and receives the same credit weighting. It is a term used by Staley but not in the same way. It has been the writer's experience that almost everyone taking physical education has some individual characteristic which, with constant practice, he could control. One boy may stutter, another may have flat feet, another may be bothered by a plain case of bad breath. These things are taken up individually with the student. His ability and determination to correct his fault will determine his grade. The question arises about the student who is not affected by any such irregularity. This item is disregarded and the points are equally distributed over the other factors. It certainly licenses the teacher to approach the boy on items which should be corrected, yet which the instructor disregards so many times because he feels that to talk to the student would be to embarrass him. With this procedure the fault is corrected, the student is appreciative of what has been done for him and the teacher knows that he has contributed to the eventual happiness of the boy.

Summary and Recommendations.

The writer realizes that this program as outlined has many points that from an objective standpoint can be broken down; however, it is an effort to motivate better classroom teaching and to create a more basic understanding on the part of both student and teacher as to what can be expected from them. The writer recommends that more articles be written on the subject of grading, so that from them all of us may crystallize our thinking to the advantage of the students taking physical education.

CO-RECREATION AT THE UNIVERSITY SCHOOL

FRANK M. OVERTON
Instructor and Critic Teacher, Indiana University

MRS. CLARA FOLLICK HAN
Instructor and Critic Teacher, Indiana University

Sponsored by the School of Education, the new University School was opened in the fall of 1938 as a laboratory for the Indiana University Teacher Training Program. This school since its opening has maintained an enrollment of approximately two hundred boys and two hundred girls in grades seven to twelve inclusive.

During the first year of its operation there were no interscholastics and the emphasis was placed entirely upon the intramural program. With this emphasis upon after-school activities, seventy-five per cent of the total enrollment participated in organized intramurals.

During the second year, the faculty, parents, and students felt a need for advanced competition for some of the boys with outstanding physical ability. After some discussion it was decided that the school might have a limited interscholastic program for boys. As a general policy our varsity teams are composed of outstanding participants in intramurals. The addition of the interscholastic program stimulated interest in intramurals. The second year eighty per cent of the girls and boys took part in the after-school activities. The present interest would indicate that participation for this year will reach ninety per cent.

It was essential to schedule both boys' and girls' physical educational classes at the same hour, because of the necessity of accommodating the entire enrollment in only one gymnasium. The instructors, seeing the need and desirability for having coeducational activities, conducted combined classes in the service program. This marked the beginning of the coeducational activities at the University School.

At first, this new situation was accompanied by emotional problems of adjustment. Neither boys nor girls felt at ease in this play environment. Understanding adolescent feelings the instructors did not force the students into these combined activities. Gradually through guidance and example by physical education instructors and other teachers the students overcame their feelings of inferiority, shyness and embassassment. This was done with the aid of the student teachers and the room directors, who played after school and on Saturdays with their small mixed groups. Once these feelings were conquered, there was a whole-hearted acceptance of the coeducational program by the entire student body.

Starting with this interest the intramural program has been organized from three to five o'clock, five days per week.

The following schedule has been set up:

Coeducational activities—Four to five o'clock daily.

Games for boys only—Tuesday and Thursday, from three to four o'clock.

Games for girls only—Monday and Wednesday, from three to four o'clock.

The interscholastic practice period starts after the intramural program is completed at five o'clock. Thus activities are provided for the entire group as well as the "favored few".

Competition in the intramural program is organized on a home room basis. Whenever possible this same organization is carried out with our coeducational program. With some activities, such as tennis, it has been found more satisfactory to let the students organize their own social groups.

Since a difference develops between high school boys and girls in physical strength and endurance, it is therefore important to provide games in which boys pit their strength against boys and girls compete with girls. In the fall when the boys' game is touch football, the girls play speedball. The coeducational activities are tennis, softball, archery, and horseback riding. During the winter season the boys play basketball by boys' rules and the girls have a tournament using girls' rules. In addition to basketball there are coeducational bowling, aerial darts, table tennis, deck tennis and social dancing. In the spring there are special track events for girls and separate events for boys as well as an all girls baseball tournament and an all boys baseball tournament. Added to these there are the following coeducational activities: archery, riding, aerial darts, volleyball, and badminton.

In order to operate a successful coeducational recreational program involving the above named activities it helps to observe several essential factors. It is necessary to:

1. Develop in boys and girls, a wholesome respect for each other.
2. Encourage girls to improve their skill, so they can do their share as members of a team.
3. Encourage boys not to take advantage of their superior strength over girl opponents.
4. Develop sportsmanship and courtesy on the part of both boys and girls.
5. Devise coeducational rules which are a combination of the rules for the activity as girls play it and as boys play it.

6. Add any rules that seem necessary because of the environment.
7. Promote faculty participation and leadership.
8. Plan activities according to the space and time available, and to the age level of the students taking part.
9. Provide adequate supervision at all times.
10. Require dress suitable to the activity and showers after the game.
11. Promote understanding and cooperation among the instructors supervising the program.
12. Encourage a true sportsmanship in spectators.

These principles have grown out of coeducational participation in a number of activities. The rules of many of these sports need to be changed, to equalize competition when both boys and girls are playing. Below are listed the changes in the activities used in the coeducational program.

Tennis.

There is available one court, which is marked off on the gymnasium floor. Many boys and girls wish to participate, so it is necessary to play a doubles elimination tournament, and to limit the games played per set. The first team to win four games wins the set. The team winning two out of three sets wins the match. It is not necessary for the girl and boy, playing as a team, to be in the same home room; however, they must be in the same division. There are three of these groupings; seventh grade and eighth grade constitute one, ninth grade and tenth grade another, and the third consists of eleventh grade, twelfth grade and faculty members. A winner is determined in each division.

Volleyball.

Junior high rule changes:

1. Two attempts are permitted on each service.
2. The ball may be played as many times as necessary on one side as long as one player doesn't hit the ball twice in succession.
3. The net is lowered one foot for the junior high teams.

Senior high rule changes:

1. Two attempts are permitted on the first service; after that only one.
2. The ball must be returned after it has been played four times on one side.
3. Net—regulation height.

Both are required:

1. To change sides at the end of eight points.
   (Note) The sun shines brightly in our gymnasium at this time.
2. To play own position. Playing out of position loses a point for your own team.
   (Note) This rule is enforced to keep the boys from playing the girls' positions.

Softball.

In softball, girls and boys alternate pitching. The first inning a girl pitches, the second inning there is a boy on the mound and so on through the game. Boys play the positions of shortstop, catcher and left field. Girls play on first and second bases. The other positions are assigned according to the relative ability of the players. There are five boys and five girls on a team. Following are some rule variations being used:

1. No bunting.
2. No sliding.
3. Score from third only on a hit.

The field is rough and uneven, and there is no back stop; therefore, these rules changes were necessary.

Aerial Darts, Table Tennis, Archery.

Aerial darts are played according to official doubles rules as is table tennis. In archery the girls and boys compete with each other shooting the same distances. The junior columbia round is used.

Social Dancing.

Once each week during the winter season the physical education department sponsors a tea dance for boys and girls in junior and senior high school. These dances usually come on Wednesday evening from four to five o'clock. The same hour on Tuesday evening is used for free instruction to all students wishing to learn to dance. Once each month the Home Economics Club serves tea or punch and cookies or some other type of refreshments at the dance. No one is permitted to come and sit the whole hour; all who are there must dance every third dance. The students are not to come in and go out, but they must come to the recreation room and stay the full hour. Music is furnished by the school victrola. The physical education department furnishes the modern records used. The dance is always chaperoned by a faculty member, who plans mixers such as a lemon dance, balloon dance, tag dances and other dancing games.

Riding.

A local riding academy rents horses to classes for fifty cents an hour. The school secures insured transportation to and from the stables. Boys and girls are both enrolled in the classes which meet at three, four, and five o'clock on Friday afternoon. General instruction is given in walk, trot, canter, saddling, bridling, mounting, dismounting, riding formations, and games. In the Spring the boys and girls put on a school riding show, which is purely a demonstration for patrons and friends.

Bowling.

During the past year a local bowling alley has been constructed. The management of the Academy has made possible an environment which educators agree

is desirable for high school students in such an activity carried on outside of school. Arrangements have been made with the manager to sponsor a high school league every Thursday afternoon from four to six o'clock. The academy has nine alleys, so we have nine teams entered. There are six on a team, three girls and three boys, one member of each team being a substitute. The members of these teams are tenth, eleventh and twelfth grade students. The faculty has also a team entered in this league. The season starts the first of November and lasts until the first of March. The league has elected team captains, a secretary, and a president. The students bowl two lines and pay twenty-five cents. There are no awards or prizes; everyone plays for the fun of participating.

An effort is being made to develop a program that will satisfy the boys' and girls' drives for adventure, competition, companionship, and fun. It is desired to make the activities of this coeducational program carry over into adult life. The results thus far more than justify the time, space, and effort that have been given this aspect of the physical education work. This success has encouraged the University School to expend further efforts in an attempt to broaden the program to include greater variety of activities to do a still more effective piece of work for our student body.

OBJECTIVES vs. PROCEDURE

CARL L. SCHRADER
Professor of Physical Education, Ithaca College

We have grown accustomed to the combination term of Health and Physical Education in our public schools. It supposedly denotes that field in Education dealing with the growth of the individual to hardy man and womanhood. Supposedly, it also offers an opportunity for apprenticeship in the social and cultural aspects for each and every one under expert leadership.

Under these two headings then, Health and Physical Education, fall all the many habits and attitudes which Education is to foster. Under social we must logically include the habits of health, of behavior, and in fact, all social acts. Under culture we consider all modes of expression summed up under the broad term recreation.

Viewing this buildup at close range, one wonders just how consistently it operates. The combination should result in the accumulation of health knowledge on the one hand, and a well guided and intelligent practice and experience of this knowledge on the other.

Knowledge alone is of little consequence, and action without knowledge may be most hazardous. The saying, "knowledge has power," has only a qualified and vague meaning. No knowledge can be power until it is translated into action. The mere knowledge of the ten commandments, for example, is no guaranty for righteous living and noble citizenship. Sporadically this dual problem of Health and Physical Education has been happily solved to the desired end. There are excellent health programs in operation where environment and activities are conducive of excellent results.

It would lead us too far afield to point out all the shortcomings that make doubtful the right to the claim of having made Health Education, or for that matter, Education in general, a huge success.

The variations in opportunity, equipment, staff, both quantitatively and qualitatively, and administration, are so lamentably crass that one dare not boast of national achievement. Suffice it to call attention to some of the gross inconsistencies that prevail under the guise of Health and Physical Education.

There has, to be sure, been a decided upward swing in the interest for school physical education, of which athletics is a part. It can be said with safety, that in many instances the situation is a healthy one. In these instances the necessary and legitimate competition has been conceived as a means to an end. Unfortunately there remains the large bulk of schools where competition and championships is the end and where physical education and athletics have been definitely divorced.

In these institutions there is little evidence of any connection between health teaching and the practice in competition, or in the program. The name health serves here mainly as a cloak. It has been openly admitted that by calling it "Health Education" there is more money available than if it were called athletics.

There are many practices in the competition program that are definitely destructive to growing youth and contrary to all health teaching. The number of these evils has been lessened to be sure, and a few eliminated by the vigorous campaigning of the American Physical Education Association. The hazard, however, is still great under the prevailing commercializing influences.

The medical profession as a whole needs to ally itself closely with these problems and to exert its influence to call a halt to some of the blind and unsafe practices in vogue. Length of schedules, type of schedules, time of competition, environment in which competition is held, and last but not least, expert medical supervision, are some of the vital details that need the expert attention of the medical profession.

There is need for the specialist, Sport Arzt, as he is called in Europe, to protect that vast army of boys and girls whom we are encouraging to engage in wholesome play. The average practitioner is hardly prepared to render this expert service, for it is not merely a question of repairing an injury, but mainly to prevent it by detecting the signs of fatigue. The function of the doctor on the field of play during a game today is mainly to patch up the fellow who is hurt so that he may go on with the game, whereas he should determine who may and who may not play, and when he should be replaced.

One need be less alarmed over the occasional death that results in competition than over the hidden number of detrimental results to young boys and girls, results which do not manifest themselves immediately. The growing boy and girl can ill afford the expenditure of energy which he or she is so often encouraged or forced to put into a series of contests.

The very rules and regulations of some of our games are inconsistent with what we teach in Health Education. Rules are usually made and changed by mere technicians, coaches, who rarely have in mind the players, but instead, the spectators and the gate. The vital question of the limitation of the player's endurance seldom enters into the picture. Where athletics have been divorced from physical education, such deplorable situations are much more common than where a professionally trained college graduate in physical education supervises.

Perhaps the most strenuous game our boys play today is basketball. It is a game which is strenuous at best, for it means the expenditure of continuous effort without let up. The demon, Speed, recognized in so many phases of life, has scored recognition with the technicians of basketball, who, in order to give the spectator a still greater thrill, have removed the only rest periods that were left in the game by the elimination of the center toss up. As Doctor Keene puts it, "The time spent in getting the ball in play by means of the center jump gave the players an opportunity for a 'breather,' during which time the proper physiological balance between fatigue products piled up in the body cells and the oxygenation of the cells might be partially restored."

These rules are particularly disturbing in the smaller schools which must obviously observe them and who have few if any substitutes to relieve players in distress. Thus, a few players are kept in action during an entire game.

Voices are being raised in various quarters to check these evils and insure greater protection for the boys.

Perhaps when we really have the universal service of the school physicians, they may at least help to right some of these extravagant abuses.

The school administrator should exercise greater care in the choice of teachers of physical education. Instead of seeking them for their All-American ratings, they should secure them from legitimate professional teacher training schools and colleges.

Parents need also to be aroused to the use which is made of their boys and girls, and to what end. Finally, youth itself must be led to recognize in play the way to earn and maintain health, and to appreciate it as a social asset. To accept nature's warnings that the limit has been reached is not being "yellow," but rather, is being intelligent.

We fail to recognize that there is joy in achievement on all levels of ability and skill, not merely in the realm of world championships. The play element needs to be well-guarded and stressed in our games. It means greater and more lasting satisfaction and greater safety. The sports physician and the intelligent, professionally trained Director of Physical Education offers the only solution.

THE RELATIONSHIP OF HEALTH AND PHYSICAL EDUCATION TO SAFETY EDUCATION

FRED V. HEIN
Superintendent of Physical Education
Public Schools, Oshkosh, Wisconsin

The last few decades of educational history have been marked by a constantly changing and shifting curriculum within the schools. A super structure of statute, institutional, and governing association requirements have forced schools to undertake the teaching of more areas of subject matter than the present educational facilities and teaching staffs can adequately handle. The economic expression, "What the traffic will bear," does not seem to apply to education. The present period of economic distress has not allowed a corresponding increase of facilities, equipment and teaching staff to keep pace with the expanding curriculum. Although many educators feel that the constantly evolving curriculum in a changing society is a wholesome thing, in the practical situation the solution problem is extremely difficult.[1] Just as minority groups are to some extent responsible for the introduction of new subject matter in the school program, other equally powerful pressure groups have been able to prevent the elimination of some of the older subjects which may not be of much value in fitting the student to fill his individual niche in the social structure.

To turn to a specific instance, safety education has been generally accepted as having a legitimate place somewhere in the course of study.[2] However, administrators have been unable to find a satisfactory method of incorporating the subject into the already overcrowded program.

In more wealthy communities especially in the eastern section of the country specialists have been secured to administer the subject by direct teaching methods. The more common method has been the inauguration of an integration or correlation method within the already established subject areas. Leading authorities in the field of safety education have been perfectly willing to accept the integration procedure except in the field of traffic safety and road instruction.

The same authorities have been asked to suggest people within the present average school system who are well enough informed to administer and coordinate the work. Investigation shows that the physical educator, because of his background in health education, which is closely tied up with many phases of safety education, and his association with physical activities, which have most accident potentiality, is best equipped to assume the supervisory function. Job analyses studies demonstrate that the physical educator already puts in more hours than any other departmental teachers, so naturally we are reluctant to assume further responsibility which we fear may weaken our primary function, the direction of the activity program in physical education. There are people who hold to the other viewpoint, while admitting that our duties are now extremely demanding, feel that if we can increase our contribution to general education as a whole by undertaking what may be ours more than another's responsibility we increase our function in the life of the child and consequently the respect we command in the eyes of the community and the educational world. Adherents of this viewpoint feel that increasing the scope of our educational area will eventually bring about the procuring of the additional help we so sorely need. In other words while understanding our limitations and fully realizing the difficulties, they are for the long-term professional good willing to accept temporarily further handicapping.

Regardless of who finally undertakes supervision of the entire program in safety education there are certain things definitely within our present field that demand attention on our part in regard to safety planning. To demonstrate this need the following study is outlined in detail with its implications and application for physical education.[3]

I. CHILD ACCIDENT PERCENTAGES—*1937-38*

a. *Accident Hazzard Percentages* (Total)

School Grounds	19%
School Buildings	19%
Going To and From School	7%
Home Accidents	24%
Other Accidents	31%

b. *School Accident Hazards*

Physical Education	33%
Halls and Stairs	21%
Class Rooms	15%
Shops	13%
Others	18%

[1] Williams, J. F., and Brownell, C. L. *Organization and Administration of Health and Physical Education.* W. B. Saunders Company, Philadelphia, 1934.

[2] *Guide Book for Safety Education.* National Bureau of Underwriters, New York, 1931.

[3] *Accident Facts,* National Safety Council, Chicago, 1938. 96 p.

c. *Physical Education and Physical Recreation Accidents*

Unorganized Activities	44%
Football	20%
Other Athletics	17%
Other Organized Games	9%
Apparatus	10%

d. *Grade and Age Level Proneness*

1. All grades—14.4 per 100,000 student days.
2. Kindergarten—5.1 per 100,000 student days.
3. First grade—11.0 per 100,000 student days.
4. Steady increase from then on until 18.1 per 100,000 days in Grade Eight.
5. High School—16.3-17.4 per 100,000 student days.

II. IMPORTANCE OF REPORT

a. Proves Statistically that

1. More accidents do occur at home than in school.
2. Physical Education activities lead in number of accidents at school, comprising 33% of total.
3. Unorganized activities have an extremely high accident rate totalling 44% of all physical education accidents.
4. Kindergarten is a dangerous age for child accident proneness drops off at first grade and then steadily increases until the eighth grade.
5. High School percentages are quite high, but show a dropping off from Grade Eight.

III. IMPLICATIONS FOR PHYSICAL EDUCATION

a. First of all it will pay us to develop and institute safety service in our entire program.

1. Legal suit in California in which Supreme Court rendered the decision ruling that the "headstand" was not a legitimate educational activity.
2. Decision of Attorneys General in regard to teacher liability.
3. Opposition to program on part of parents of over-protected child.
4. The example of removal of apparatus in several large cities on play areas.

b. Unorganized activity must be eliminated from program.

1. Accident cause for which physical education receives unjust and unwholesome publicity.
2. Teachers' failure to properly supervise program results in unorganized activity.

c. We as a profession should pay more attention to selection of activities for various grade levels with regard to safety of activities for these levels.

1. Some grades show increased accident proneness.
2. Increased supervision and safety service at particular levels where accidents are more liable to occur.

THE INTEGRATION OF SAFETY EDUCATION WITH PHYSICAL EDUCATION ACTIVITIES

The professionally-minded administrator or teacher of health and physical education is constantly seeking methods which will aid in making his subject an indispensable phase of the school curriculum. Most educators and the general public now concede that the health and physical education program can and does make a genuine contribution to the general educational process. It remains for us as a profession, however, to further impregnate our subject in the educational scheme by taking full advantage of our opportunities for integration with other subjects. Only as one of the well fitting spokes in the wheel of the complete learning process can we contribute an integral portion to the development of the whole. However, there is a danger already pointed out of attempting so much and assuming so many responsibilities that we lose sight of our fundamental aims and objectives. Where then is the place of health and physical education in relation to safety instruction? In all probability our most worthwhile function will be to establish instructional techniques as far as health and physical education programs naturally lend themselves to safety teaching, and to undertake the coordination and supervision of the safety instruction when called upon.[4]

Pupil participation in the wholesome physical activities taught on play areas and in the gymnasium creates many situations which can become definitely valuable in the inculcation of safety skills, habits, and attitudes. The shower and locker rooms provide in common with many other school situations, natural laboratories for the practice of orderly but democratic procedures which will promote safety. Skills, habits, and attitudes do not accrue incidently with participation in activities, however, but only rather with definite emphasis by the teacher on the desirable outcomes we wish to achieve.

The instructor should avail himself of the situations which normally arise with the conduct of activities for the teaching of safety knowledges and skills, in direct relation to the specific activities in progress and possible outcomes which may develop such as recess, corner-lot, and other extra-school "carry-overs." To be specific, in baseball when the teacher points out safe places for members of the batting team to stand or sit to avoid a bat which slips, he not only

[4] Stack, Herbert J. *A Safety Program for Secondary Schools,* National Conservation Bureau, New York, 1936.

places danger of an immediate accident at a minimum, but if the procedure is skillfully done may insure safer conduct at the corner-lot ball games.

Such instruction does not mean the devitalization of the vigorous physical activities which we feel are so essential to the development of a vital youth in our present more or less sedentary society, but rather the removal of unnecessary hazards and the teaching of more skillful performance to eliminate accidents caused by lack of coordination, insight or strength. For example, in football when we provide suitable playing areas and adequate equipment and at the same time insist on rigorous physical examination of athletics with a sufficiently long pre-season training period we are well started on the elimination of unnecessary hazards. As our research progresses and we discover when a boy is ready psychologically and physiologically for football we move another step forward in the direction of safety. As we develop the difficult techniques required in the complicated maneuvers of the present day game we provide the player with an increased coordination, insight and strength which is in a large measure insurance for positive safety. Of course it is impossible to preclude all possibility of injury in contact sports, but we as a profession can earn the commendation of all concerned by administering and conducting our program in a way which will insure the safest possible playing conditions while keeping alive the worthwhile traditions and adventure of our games and sports.

Administrative and Instructional Procedures for Integration of Safety Service and Instruction With the Program of Physical Education Activities

Safety Education in Physical Education

Safety Service Integration Examples

1. Through physical examinations before participation in strenuous types of physical activity. (Accident Prevention)
2. A medical attendant present at interscholastic body contact games, matches or contests. (Care of Injuries)
3. A sufficiently long period of pre-season conditioning and training. (Accident Prevention)
4. Adjustment of activities psychologically and physiologically to proper age levels. (Accident Prevention)
5. Provision of suitable and safe play areas. (Accident Prevention)
6. Furnishing proper and adequate equipment. (Accident Prevention)
7. Rule adaptations for varying age groups. (Accident Prevention)
8. Provisions of safe and suitable shower and locker rooms. (Accident Prevention)
9. Emphasis on the part of instructor of skills, habits and attitudes of safety as well as motor skill development. (Accident Prevention)
10. Providing a class, team, or squad organization which presents the least likelihood of accident. (Prevention of Injury)
11. Providing safety leaders within the class to assist the instructor. (Prevention of Injury)
12. Arranging schedules with regard to safety in relation to number of games, contests, or matches, and length of time between games. (Accident Prevention)

Safety Instruction Integration Examples

1. Emphasis on instruction and the skillful way as being the safe way. (Accident Prevention)
2. Teaching the safety value of physical examinations prior to participation in strenuous physical activities and periodically. (Accident Prevention)
3. Instruction in the value of having proper and adequate equipment. (Accident Prevention)
4. Teaching the value of reporting minor injuries promptly. (Care of Injuries)
5. Emphasizing to pupils the safety value of orderly but democratic conduct in locker and shower rooms. (Accident Prevention)
6. Instruction of pupils in the safety value of playing on suitable play areas. (Accident Prevention)
7. Teaching pupils the value of good organization of class teams and squads as safety measures. (Accident Prevention)
8. Development of leaders among pupils to assist in safety service as well as to facilitate class organization. (Accident Prevention)
9. Developing and fostering a desire among pupils to compete against others at their own psychological and physiological age levels. (Prevention of Injuries)
10. Teaching pupils to make their own regulations and rules in regard to age groups and safety of neighborhood play areas. (Prevention of Injuries)

The Integration of Safety Education With Health Instruction

Such a close relationship exists between many of the topics commonly treated in both health and safety education that considerable educational waste would result if emphasis on either the health or safety factor were neglected. In addition, it would seem plausible to expect more satisfactory attitude development when the tangible relationship between good health and practice of safety habits is grasped by the pupil. Correlation of safety with the health instruction program involves then, not new teaching, but rather changing emphasis in the instructional procedure. As has been mentioned previously the desirable safety habits, attitudes and skills will not accrue incidently but must evolve by means of a definite teaching technique. Obviously positive health cannot exist where one becomes the victim of injuries or accidents due to poor safety practices. On the other

hand poor vision, poor hearing, and such negative health attributes can certainly affect one's safety. Where such inter-dependency exists, it is logical to assume that health instruction would not suffer but become all the more forceful because of the interjection of the safety angle in the instruction.

To cite an instance let us consider the topic of "Exercise," which we may assume would be discussed at some grade level in any good, modern course in health. From the health point of view, the instructor might guide the discussion toward the effect of exercise on the body structures specifically, and generally with regard to its systemic and recreational effect. The class might then consider the exercise value of physical recreational activities engaged in at home and at school. At this point it would be quite natural to speak of the relation of skill to satisfaction derived from exercise. Now from the safety angle it can be emphasized that the skillful way is also the safest way because good performance calls for both habits of acting which permit the participant to remain at his best during the entire period or course of play. It should not be difficult at this time to turn the discussion toward such safety factors as seeking safe play areas, modifying rules to suit conditions, and procuring of proper equipment for the various activities. The discussion would remain just as forceful from the standpoint of health habits, but would have even closer relationship to the true life situation of the child in his every day activities and in attitude and ideal development. If health education is to make its proportionate contribution to the integrated personality we need to follow every possible device to bring our teaching closer to the life of the child. From this standpoint a fuller, richer health instruction program through correlation with related safety factors is ours if we wish to take advantage of the situation. Is it not our professional duty to do everything possible to make sure that health commands the respect due the first cardinal principle of education?

Examples of Common Health Education Topics Offering Opportunity for Instruction in Safety

Artificial Respiration	Life Saving
Athletic Injuries	Prevention and care of,
Arches	Prevention of accidents to, and care of,
Ankles	Prevention of accidents to, and care of,
Bandaging	Care of Accidents
Bathing and Showers	Prevention of Accidents
Blood Poisoning	Prevention and care of,
Broken Nose	Prevention and care of,
Bone Fractures	Prevention and care of,
Blood Vessel Injuries	Prevention and care of,
Bruises	Prevention and care of,
Burns	Prevention and care of,
Blindness	Prevention of,
Chewing and Eating	Prevention of Accidents
Conditioning of Skill	Prevention of Accidents
Cuts	Prevention and care of,
Communicable Diseases	Public Safety
Death Rates	Public Safety
Dizziness	Prevention of Accidents
Diving	Prevention of Accidents
Eyes, Care of	Prevention of accidents to,
Ears, Care of	Prevention of accidents to,
Effect of Alcohol	Prevention of Accidents
Exercise	Prevention of Accidents
Emotion	Cause of Accidents
Fainting	Prevention and care of,
Fatigue	Cause of Accidents
Fear	Cause of Accidents
Foods and Adulteration	Prevention of Accidents
Germs	Public Safety
Glasses (Eye)	Cause of Accidents (breakage)
Hair Removal	Cause of Accidents
Heat Prostration	Prevention of,
Medical Care	Prevention of Accidents
Morality Rates	Public Safety
Poisoning	Cause of Accidents
Posture	Prevention of Accidents
Proper Lighting	Prevention of Accidents
Recreation	Prevention of Accidents
Sewage Disposal	Public Safety
Sanitation	Public Safety
Sunburn	Prevention of,
Shock	Cause of Accidents
Skill	Prevention of Accidents
Sleep and Rest	Prevention of Accidents
Suffocation	Prevention of,
Sportsmanship	Prevention of Accidents
Swimming	Prevention of Accidents
Thinking	Prevention of Accidents
Temper	Cause of Accidents
Vacations	Prevention of Accidents
Ventilation	Prevention of Accidents
Worry	Cause of Accidents
Water Supply	Public Safety

PER HENRIK LING: HIS LIFE AND GYMNASTIC PRINCIPLES*

BY MAJOR OSWALD HOLMBERG,
Lecturer in Pedagogical Gymnastics, Royal Gymnastic
Central Institute, Stockholm, Sweden

I. Outline of P. H. Ling's Life

Per Henrik Ling was born on November 15, 1776, in Sodra Ljunga vicarage, which was situated six miles south of Ljungby in S. W. Smaland, where his father was the vicar. His great-grandfather, Mans Mansson, who died at the age of 105 years, and was the father of 17 sons and 2 daughters, had served with King Charles XII and taken part in his campaigns. On his mother's side, Ling was descended from the renowed scholar Olof Rudbeck. The name of Ling was adopted by one of Mans Mansson's sons, Mattias, who took it from the village of Linneryd, near Vaxjo.

Per Henrik, who was the youngest in a family of six, lost his father when he was but two years old, and his mother a few years later. After attending the Vaxjo school, from which he was expelled because of a schoolboy prank, he matriculated at Lund University in 1793. Ling spent the years 1794-99 in different places; first as a private tutor in the Stockholm district, then as a civil servant in an administration office in the capitol. During this time he joined Uppsala University.

In the summer of 1799, Ling went to Copenhagen, where he enrolled at the University in order to pursue language and literary studies. His stay in the Danish capital, which lasted five years, had a decisive influence for his further development both as a poet and as a gymnastic pioneer.

He learned to know and love the Edda poetry (the old Icelandic mythological poetry) and the Scandinavian mythology with its tales of warriors. He attended the lectures of Henrik Steffen during 1802-4, and became initiated in the Schelling nature philosophy. He studied the writings of Goethe and Schiller, of the Danes Ewalds and Baggesen, and was well acquainted with the cultural ideas of his time. He was a personal friend of the Poet Ohlenschlaeger and the historian Werlauff.

Just as Ling got his first impulse to his future poetical activity in Copenhagen, so it was there that he made acquaintance with the art of fencing. For three years he took fencing lessons from two French refugees, the Chevalier de Montrichard and Monsieur Beurnier. A rheumatic ailment in one of his arms was cured by his fencing lessons, a result which is believed to have led his thought to the study of medical gymnastics. But he also made the revival of gymnastics in Germany a subject of study, and he attended Nachtegall's Institute, which was founded in 1799, and was the first institute of its kind in modern times. Franz Nachtegall (1777-1847) had succeeded in interesting the Danish Crown Prince-Regent Frederik (later King Frederik VI) to such a degree that in 1804 a State institute was founded for the training of military instructors in gymnastics. Possibly this incident awoke in Ling the ambition to found a similar institute in his own country.

In the autumn of 1804 Ling returned to Sweden and obtained a temporary post as fencing master at Lund University, during the illness of the 80-year-old Lieutenant Chr. Porath. After the latter's death Ling was appointed to the post in March, 1805, at the humble salary of 75 riksdaler (about $30.00). Ling eked out his small income by giving lessons in modern languages, and by private lessons in "fencing, vaulting, swimming, etc., which belong to perfect gymnastics." In Lund, he began to study anatomy and physiology, the knowledge of which he realized to be of the greatest importance for the development and character of gymnastics. With the university youth as his material, he studied the effects of bodily movements, after having had his fencing hall fitted up with gymnastic apparatus, part of which he constructed himself.

During this period he formulated his principles for building a system of gymnastics. In order to awaken interest and understanding for the new activity, he wrote in the Press under a pseudonym. During the long vacations Ling gave demonstrations and lessons in other cities (Malmo, Goeborg, Kristianstad) and sought to interest the school authorities in gymnastics. He also demonstrated the usefulness of gymnastics in the training of soldiers at various military camps, the first being at Bonarps Hed in 1810, before the heir to the throne, Carl August.

In June, 1813, Ling left Lund for Stockholm to take up the post of gymnastic teacher at the Royal Military College at Karlberg, and to make plans for teaching at the gymnastic training center which the King, on Ling's initiative, had decided to set up in the capital—the future Gymnastic Central Institute. Now began the most important period of Ling's life. The two first decades were filled with tireless work for the development of gymnastics, particularly military and medical gymnastics. Apart from his work at the Gymnastic Central Institute, where he was the

*Reprinted from the "Journal of Physical Education and School Hygiene," Vol. XXXI.—Whole Number 93, July 1939. Glasgow, Scotland.

only teacher during the first few years, he also instructed at the military schools in Karlberg, and in 1818 became fencing master both at Karlberg and at the newly established artillery high school in Marieberg. Ling left the former in 1826 and the latter in 1839. During the summer time Ling practiced medical gymnastics with marked progress at the various spas, among them Ronneby and Ramlosa. For his gymnastic services Ling was given the title of Professor in 1825, and for his literary work was awarded several prizes by the Swedish Academy, which elected him to membership in 1835.

Ling's appearance has been described as "of medium size, wiry, with lively grey eyes, thin compressed lips, sharp chin and well moulded features" (Westerblad). His likeness is preserved to posterity through a lithograph by J. E. Cardon, a portrait in oils by J. G. Sandberg, a portrait-medallion by J. T. Sergel, and a bust modelled by the Norwegian, H. Mickelssen.

Ling died on May 3, 1839, at his country home at Annelund, just north of Stockholm, and he lies buried on a wooded hill near the shore of the Brunnsvik. In the year 1848 a granite *bautasten* (a tombstone of old Viking type) was placed on his grave through a national subscription fund inaugurated by Atterbom, Beskow, Branting, Geijer and Georgii. There is also a big memorial stone on a hill in the vicinity of Sodra Ljunga vicarage, which was unveiled on the centenary of Ling's birth, November 15, 1876.

Ling married twice; first, in 1809, Sofia Maria Rosenquist, who died in 1817, and the second time, in 1819, Charlotte Nettlebladt, who survived until 1889. He had ten children by the two marriages, of whom six outlived him. Of these, his son Hjalmar and daughters Hildur and Wendla followed in their father's footsteps and became students at the Gymnastic Central Institute in Stockholm. The daughter of his first marriage, Henrietta (Jetta), married P. J. Liedbeck, M. D., who became the first medically trained teacher at the Institute in 1829.

II. Ling's Development of Gymnastics

The gymnastics Ling learned in Copenhagen at Franz Nachtegall's was of German origin. It was taken from GutsMuth's "Gymnastik fur die Jugend" and from "System der Leibesubungen" (Part 2 of "Encyklopadie der Leibesubungen," published in 1795, by Gerhard Ulrich Anton Vieth (1763-1836). That Ling at first did not differ in method from his predecessors is therefore only natural. The exercises which Ling taught the university students at Lund were the same exercises that the boys practiced at Schnepfenthal, and these exercises, with fencing, shooting, vaulting, climbing, wrestling, and swimming, constituted Ling's "perfect gymnastics." The apparatus used by Ling was for the greater part similar to that used in Germany at the time—beam, climbing-ropes, climbing-poles and mast.

The ideas of educational gymnastics, propagated by GutsMuths, were not unknown in Sweden when Ling returned there in the Autumn of 1804. The year before the philosophical faculty of Lund University had discussed three pedagogical essays on gymnastics (de arte gymnastica) in which "Gymnastik fur die Jugend" was often quoted. The author was the teacher and docent in pedagogy, Anders Otto Lindfors (1781-1841).

But it was not long before Ling started on his own lines. The idea, which GutsMuths had suggested in his preface to "Gymnastik fur die Jugend," that gymnastics should be based on anatomical and physiological grounds, Ling sought to put into practice. He began diligently to study anatomy and "its inseparable mate," physiology; both subjects he maintained to be indispensable for the teaching of gymnastics.

Ling was also influenced from another source, during the years he spent at Lund. Pestalozzi was accepted pedagogic authority in the early years of the nineteenth century in Sweden, as well as in the rest of Europe, and the first part of his elementary books was translated into Swedish by Ling's friends, C. A. Agardh and M. Bruzelius. In the introduction to these books the translators mention that "the fencing-master at Lund Academy has in his 'Ling's Gymnastic Exercises' recognized the fundamental principle of the Pestalozzian method." This was the dividing of exercises into their separate elements, i. e., joint-movements, which method Pestalozzia advanced in a series of articles in 1807 entitled "Uber Korperbildung," a work which Ling undoubtedly had studied.

Under the influence of GutsMuths and Vieth in gymnastics requiring apparatus and of Pestalozzi in free-standing gymnastics, Ling's gymnastics progressed. The free-standing gymnastics, which was the more original part of Ling's work, had as its object the forming of the growing youth in accordance with the "ideal form" shown in masterpieces of antique art, and which Ling had taken as his goal. For this object the movements were arranged so that they prevented or corrected bad habits of carriage, and developed the physical powers where these were defective or ill-balanced.

For older people who had grown up with defective carriage and movements Ling invented a new method, that of "form-giving movements," which, partly with the aid of support and partly against resistance, made more effective the re-building of the body. This is the first time in the history of gymnastics that we find "form-giving movements."

GutsMuths, and Ling, too, at the beginning of his career, gave the same meaning and content to gymnastics as did the Ancient Greeks. But now the content was extended to movements devised to produce form-giving effects—such activities as running, throwing, swimming, wrestling, etc., being classified as athletics. Ling was not the first, however, who wished to introduce corrective gymnastics; that thought was contained, as we have seen, also in Pestalozzi's elementary gymnastics.

In his understanding of the nature and goal of gymnastics Ling shared, during the early years of his

activity, the same views as GutsMuths. He wished also, after the principles of Locke and Rousseau, to give an antidote to civilization's detrimental effect on bodily culture, by teaching a natural way of living and strengthening execises, and so to build a harmonious humanity in imitation of the "Ancients."

Under the pressure of the precarious political situation about 1810 Ling's attitude to gymnastics underwent a gradual change, and he came nearer to that of the great German patriot and pioneer of the German "Turnen" system, Friedrich Ludwig Jahn (1778-1852). Ling and many of his close friends accepted the point of view that gymnastics should be a means of improving national patriotism and military readiness. Concerning this, Ling wrote in the Gothland Association Journal, "Iduna," 1814, under the heading of "Some Words on Gymnastics," that gymnastics was the best means for the development of manly character in youth and for a nation's military strength. His most important gymnastic work, "Suggestions regarding the need and benefit of gymnastics to the average soldier," gives evidence of this attitude of Ling. This work was submitted to the chief School Committee in 1820.

Ling devoted the two last decades of his life chiefly to the field of medical gymnastics, the development of which he believed was important also for educational gymnastics, which, if it was to be a "preservative against the human body's downfall," should be governed by a "physiological-pathological" idea. This attitude of Ling resulted in a "medical-gymnastic atmosphere" in educational gymnastics, to the detriment of the latter. Ling himself saw this mistake towards the close of his life, and warned against it (Nyblaeus).

The founder of Swedish gymnastics never had the opportunity to leave in writing a comprehensive description of his system. Probably the chief reason for this was that he never reached any clear idea as to its future development; as he himself said "it is a considerable undertaking to put forward a new method in a new way." His gymnastic activity had the character of experiment, and he had never reached the end of his studies. Thus, he said, some years before his death, that he still had as much, even more, to learn than thirty years before when he first began to study and practice gymnastics; and in the preface to "The General Principles of Gymnastics" (Gymnastikens allmanna grunder), he suggests that future doctors and educational men should continue to better and widen his attempt. For then, says Ling, "ought gymnastics to find the same importance among Scandinavians as it had in the minds of Plato, Hippocrates, and Galen."

III. Aim of Gymnastics, Classification and Fundamental Principles According to Ling

The Aim of Gymnastics is to develop the human body through the medium of properly controlled movements.

Properly controlled movements are those which have their inner basis in the condition of the body, which through them will be developed.

Proper development is attained when all parts of the body are as completely harmonized as possible to each individual's natural limitations. (Gymnastikens allmanna grunder.)

Ling Classified Gymnastics, as the Ancients did, in four types:

(1) Educational gymnastics, through the medium of which one learns to bring the body under one's own control or will.

(2) Military gymnastics, by which a man seeks by some external means, e. g., a weapon, or by his own bodily strength, to subject another's will to his own.

(3) Medical gymnastics, through which a person, either by himself in appropriate circumstances, or by another's aid and suitable movements, may endeavor to relieve or dispel suffering which has been set up in the body by its abnormal state.

(4) Aesthetic gymnastics, by which one seeks to express physically the inner self—thoughts and feelings.

(Gymnastikens allmanna grunder.)

Between these four types one could not, according to Ling, draw any fixed lines, since the movements which belonged to each type must be at one with the organism. Educational gymnastics was joined by Ling to medical gymnastics because "educational gymnastics is a preservative against bodily deterioration, hence it must be directed by a physiological-pathological idea." (Paper written in 1820.)

Ling's Fundamental Principles were as follows:

(1) Gymnastic movements should be based on the needs and functioning of the body. This requirement, which called for gymnastic progress keeping pace with scientific knowledge of the body, Ling put as a vital condition for gymnastics. "The renaissance of gymnastics will soon disappear if doctors and gymnasts do not seek to come nearer to it scientifically." (Preface to Gymnastikens allmanna grunder.) Ling himself lacked a full scientific knowledge of the body—he certainly did not claim to possess it—and therefore strived to progress by "observations' empirical way."

(2) Gymnastics should bring about a harmonious development of the body through thorough exercise of all its parts. This requires symmetrical exercise of both sides of the body, and proportionate development of the body's different parts. Ling even included the internal organs in his understanding of harmonious development.

(3) Every movement must have, if it is to be beneficial, a definite starting-point, a definite path and a definite finishing-point, i. e., it should have a defined form.

(4) A choice must be made out of the many possible movements. In educational gymnastics only those movements which possess developmental possibilities, corrective power, simplicity and aesthetic value should be chosen.

(5) In all gymnastic training results are obtained best by a method of gradual progressions, in which the effect of, or strength demanded by, the exercises gradually increases.

(6) A gymnastic training should be directed as much toward the spiritual being as toward the needs of the body, and true happiness should characterize all gymnastic work. "To shut out the participation of the spirit, and only to invite dull work and calculated teaching zeal, is to deaden the spirit of gymnastics." Properly conducted gymnastics should also build up character. A person should learn to know his possibilities through correctly adjusted movements. "This knowledge is shown through a firmer will, steadier eye, heightened courage, lessened over-confidence," etc. "Thus the training of the body has also a spiritual side and a noteworthy moral influence."

Ling's Arrangement of Movements

Ling divided movements into:

I. Movements without apparatus.
   A. Without support (assistance).
      (Freestanding.)
      Arm movements.
      Leg movements.
      Head movements.
      Trunk movements.

II. Movements with apparatus.
   B. With support (assistance).
      (Support movements.)
      Heaving
      Climbing
      Window - ladder climbing
      Spanning
      Balance
      Vaulting (using wooden horse)
      Vaulting (using living horse)

The above arrangement, according to Ling, was a formal one. "Every gymnast who thinks of apparatus as other than an accessory has never understood what a living organism is."

Advantages of free-standing exercises (with and without support) were: Many could exercise at the same time and in almost any place, school-room or gymnasium, or out-of-doors; the movements were so simple that all could practice and draw benefit from them; the pupils could develop the habit of attentiveness and decisiveness, since the times or rhythms of the respective exercises must be followed by many; movements with support aroused helpfulness and attentiveness towards others.

Advantages of movements with apparatus were: They develop the pupils' strength in higher degree than the other, also courage and co-ordination, and provide a richer store of exercises.

As a progression from movements without apparatus to movements with apparatus, Ling recommended exercises with such portable apparatus as poles, rifles, and so on.

Apart from the above exercises Ling's gymnastics included jumping, vaulting (over-swings), somersaulting, hand-standing and other agility exercises.

Ling's Advice Concerning Method.

Each lesson should begin and end with light exercises. Apparatus work should be placed in the middle of the lesson. Otherwise exercises should be variable, but so arranged that as a whole they develop harmoniously all parts of the organism.

The class should be divided into groups according to age and ability, so that the needs of each pupil can be attended to as far as possible.

The most useful way of conducting exercises is by commanding. By this means, attentiveness, timing, memory, consideration and decision are exercised.

Teaching of new movements should be by first clearly describing by demonstration. Corrections during the exercises should be carried out "with liveliness and speed".

Leg movements, generally, should be performed rather slowly, head and trunk bending and turning always slowly, and at first loosely. Arm bending and stretching should from the start be as speedy and definite as possible.

Movements should be varied, and the same movement not carried out more than 2-3 times consecutively, otherwise tiredness of body and mind can result.

The bending of the knees during a landing should be adapted to the height of the jump, but the correct angle should be preserved.

Movements (exercises) with more than one supporter should be used when it is desired to prevent bad bodily habit, or some minor bodily fault in action. It is necessary that the breathing should be maintained free and natural in all movements, particularly with support-movements is it of the utmost importance.

Ling's Views on Various Gymnastic Questions.

The Personality of the Gymnast.—"Gymnastics must always include both theory and practice. The gymnast who lacks the one or the other must always labor at a disadvantage, for he does not know when or how he should use a particular movement. A gymnast who has the theoretical knowledge but not the practical is like an art critic who knows but cannot demonstrate what he knows. Anatomy, that holy genesis, which puts before mankind the Creator's masterwork, which teaches at the same time how great and how little mankind is, is gymnastics' dearest colleague. But we do not use it in its lifeless form; we

translate it into full life, looking upon it as the vehicle of the individual spirit, alive in every part. This requires the study of anatomy's inseparable mate, physiology."

Women's Gymnastics.—"Women need health as well as do men. Yes, even more, since she nourishes another life during her own. Woman is anatomically analogous with man. But her physical make-up requires an easier handling than man's. Beauty's laws are grounded on a clean life and should not be misused. The rounder form of woman should not be made to imitate the lean and angular form of man. The soft parts of the breast, the fine soft skin of the hand, the mild expression of the countenance should not be spoilt through overwork."

Gymnastics and Military Training.—"The more a youth learns to act on his own responsibility, to overcome bodily fatigue, to have confidence in his strength over all danger, to act without hesitation, yet calmly, the nearer he gets to being manly and a true warrior. The Spartans and Goths knew this, and understood how to bring out manly strength in their gymnastics."

Gymnastics and Art.—"When I explained some 30 years ago that a perfectly beautiful art in Europe could not be got until a proper gymnastics was introduced, I was charged with being an empty talker. Can anyone tell me why not one out of all the great living Christian artists has yet made a masterpiece comparable with the antiques, although many have succeeded in making good copies of them? The reason is, that perfectly formed models are lacking."

Upbringing (Education).—"A properly thought out upbringing, if it is to be of real benefit, should also define how the youth should be nourished, bathed and hardened in the open air."

Athletics and Games.—"In summer, exercise should be performed in the open air. Games, with snowball fights, skating, tobaganning, etc., in the winter. Fresh air is the fount of health for all living things."

Competitions.—"Contest and competitions are of real use for the average, but can be harmful for individuals of stronger or weaker nature. In strong and, therefore, one-sided exercises, competitions should be used sparingly."

Jumping.—"The precipitating (physically exciting) exercises, such as jumping, vaulting, somersaulting, etc., are meant to maintain coolness, self-control and to cultivate the power of regaining balance quickly in the most widely differing positions; naturally, without external help. All these exercises should therefore be practised with care, and be free from any exaggeration.

CAMPING—A COMPLEMENT OF THE SCHOOL

ROSS L. ALLEN, Dr. P. H.
Managing Executive
American Camping Association, Inc.

Camping as a significant factor in the education of every child has been brought repeatedly to the attention of the public. Gradually, the camp is being considered an important educational agency by parents and educators. Comparison of activities in schools and in camp can lead to but one conclusion—that neither will replace the other; that each can contribute much to the effectiveness of the other. The major problem is how this coordination and cooperation of schools and camps may be effected.

One may ask, "Why is there need for cooperative effort? Our schools are doing a very adequate job of educating the youngsters." This is becoming true to an increasing degree, yet camp life can do much to supplement the education of every boy and girl. Camps no longer should be considered solely as places for a vacation. Camping is a vital force in making the education of the child a continuous process throughout the year. To be sure, the child is recreated, he has fun, he has new experiences in skills and in social living; these certainly have educational significance for the camper. Many educators and parents feel that the school vacation period is too long. The camp offers a solution to this problem. It complements the school, not in the sense that formal studies are continued throughout the summer, but that new experiences in camp tend to round out the education of the whole child. As Kilpatrick has pointed out, the camp is "A new adventure willing to make a new attack upon the problem of education . . . . while the school intends, typically, to have pupils deal only indirectly with life . . . . camp is a place where life is in actual process." Snedden has supported this contention when he stated "The primary function of the camp is to enable growing young people to utilize opportunities for new types of experiences and new types of social adjustments."

Camping, when supervised and organized intelligently and adequately, has many advantages to offer its participants. It is child-centered; it offers an intimacy between counselor and camper that can hardly be duplicated in the school or home; it provides a series of health-promoting and character-developing experiences for the child; in its similarity to the original frontier life of our ancestors, camping provides a means of continuing the culture of our early American life; the programs in camps develop from the individual needs and interests of the campers; the informality and flexibility that are possible in camp programing facilitate adaptation of activities to the individual differences of the child; the educational method used in camps is "learning by doing"; the camp brings one closer to the realization of the values and beauties of nature; it brings one closer to God. It is an institution where democracy may be practiced.

If this statement of advantages is true, why, then, have parents failed to make greater use of camps for the education of their children? One answer has already been indicated. An attitude has developed that camp is a place solely for a vacation or a holiday. Its educational opportunities are realized by too few parents. A second obstacle is our dislike for change —it has taken years to make the few changes which have already been made in school curricula to adapt them to modern conditions of life. While reconstruction of school curricula is going on at an encouraging rate, it is only the optimist and idealist who can see camping included in scholastic programs during the next ten years. Eventually, we may look for camping to be an integral part of the educational system in our country. While we may not agree with the objectives of education in certain European countries, we must admit that they are rapidly attaining their desired ends. Camping has been used more effectively in achieving their objectives. There is every reason to believe that we in America can use our camps with equal effectiveness in reaching our goals of democracy.

A third obstacle blocking the greater use of camps as agencies for the education of our youth, has been the cost of the camping experience. But today, we may find camps throughout the country to suit our pocketbooks, and to meet standards which we demand of all educational agencies. No matter how small the camp tuition, many children fail to go to camp. Many agencies provide camping without cost to youngsters, yet a very small number of children is reached in this manner. How, then, can provisions be made for the majority of children to have camping experiences?

Let us look at the situation in the public schools of Atlanta, Georgia. Superintendent of Schools Willis A. Sutton firmly believes that every child should have a camping experience. Using camps constructed by governmental agencies, seeking and obtaining the cooperation and support of civic clubs and youth-serving agencies, he is slowly but surely making it possible for each child in the public schools of Atlanta to benefit from the advantages of camp life.

Whether public opinion will be created to bring about allocation of tax money to the support of camps in connection with schools is still very much of a conjecture. Yet, Dr. Goodwin B. Watson of Columbia

has said, "There seems to be as much reason for a Board of Education to acquire property for and to run a good public camp for boys, girls and adults as there is running a city school building. Many far-sighted Boards of Education will soon be acquiring camp sites on lakes, in mountains and other beautiful spots, and some day a city without its camps will be considered as negligent as a city without its public schools." That day may not be far off when one notes the developments in Atlanta and in New York City where a commission has studied the possibilities of providing camping for the school children of that great city. It is my personal opinion that camping will supplement the school curricula when parents realize its significance in the complete development of their children. Then, and only then, will there be such a demand for camps that public money will be made available and will make possible the construction and maintenance of thousands of additional camps in America.

THE DEVELOPMENT OF PERSONALITY TRAITS IN TEACHERS OF SAFETY, HEALTH AND PHYSICAL EDUCATION

PAUL R. WASHKE

Professor of Physical Education, University of Oregon; Vice-President, American Association for Health, Physical Education and Recreation

In dealing with any subject it is desirable and advisable to determine and keep in mind the objectives to be accomplished and the purposes of the proposed discussion. In order to clearly understand the purposes, and the objectives of a paper labelled "The Development of Personality Traits in Teachers of Safety, Health and Physical Education" one must thoroughly and definitely define the words "personality" and "traits". In Webster's Collegiate Dictionary, issue of 1928, the word "personality" is defined as: "That which constitutes distinction of person; individuality; as a striking personality." "Trait" is explained as a "distinguishing feature; peculiarity; characteristic." Putting the two definitions together we have the phrase "personality traits" meaning: *Peculiarities or characteristics which constitute distinction of person.*

As a result of the above definition, our discussion aims toward: "WHAT CAN BE DONE TO ASSIST IN THE DEVELOPMENT OF PECULIARITIES OR CHARACTERISTICS WHICH CONSTITUTE DISTINCTION OF PERSON IN TEACHERS OF SAFETY, HEALTH AND PHYSICAL EDUCATION?"

Experience as an administrator and supervisor has convinced the writer that teachers of physical education and allied subjects, too often fail to gain their maximum efficiency and effectiveness because of a lack of appreciation and understanding of the potentialities of outstanding personalities. Many times has the course work of our physical welfare curricula suffered because the instructor has not possessed the personality attributes which aid in keeping the student progressively interested in the subject-matter being presented, be it safety, health or sports activities.

Dr. Jesse Feiring Williams, one of our leaders of American physical education says, "It is important to evaluate training, experience and *personality* as elements of probable success."

Some peculiarities or characteristics which might be considered as constituting distinction of person are: Dress, Carriage, Personal Care, Knowledge of Subject-Matter, Manner of Expression and Aspirations and Ideals.

The *dress* of teachers of Safety, Health and Physical Education is worthy of consideration. In the not too distant past the roughneck sweater for the men, and the flat-heeled shoe for the women, were considered insignia of the profession. Such was the case largely before the entrance of health and safety into the curriculum. In our modern conception of physical education and allied subjects, sensible, moderately fashioned and sanely colored clothing, as it is worn by the vast majority of Americans, should also grace the figures of our teachers. Gaudy, brightly colored, or unusually fashioned garments may develop distinction of person, it is true, but not the kind of distinction which is desirable. For safety, the working clothes of any instructor should insure freedom of action and adequate protection. Of great importance, in connection with dress as a characteristic, is the matter of the condition of the wearing apparel. The proper fit, state of cleanliness, and press of clothes will do much to indelibly stamp one's personality upon the mind of one's students.

By *carriage* is also meant posture and bearing. The teacher, who is attempting to influence students toward better stature, must be made to realize the force of example being set by the instructor. The carriage, posture, and bearing of the class leader should at all times, command the respect and admiration of those with whom he or she lives, associates, or labors. Most humans admire the good physique, and the physical educator can well afford to develop and display that good physique in order to gain the admiration of those with whom teacher-pupil contacts are made. Indeed, supervisors may well impress the importance of good carriage, posture, and bearing on their teachers as an aid in the improvement of effective teaching.

By *personal care* is meant the attention given to bodily needs. The hair, the face, the neck and the hands, are all visible parts of that clothed mechanism we call the body. The body needs certain attentions which may easily catalog the possessor. Respect is not created by unclean or unkempt hair. The man who appears before a group of students with a day or two's growth of beard is not creating the advantageous picture of himself as is the closely shaven individual, all other things being equal. The woman with over-dose of facial cosmetics is not envied by the average American girl. Certain personal care peculiarities do stand out in the make-up of one's personality, and a teacher, especially, must be diligent in the exercise of such care in order to make those characteristics real assets in the exhalation of his or her personality.

How often is the instructor judged by the student's estimation of that instructor's acquaintanceship with the subject-matter under consideration? Experience has shown this to be the case in a large number of instances. Such *subject-matter knowledge* depends

upon the cultural and professional preparation of the teacher, and the teacher's grasp of the course content is constantly being registered in the student's mind. Such registration of the instructor's subject-matter knowledge must not be disregarded if the teacher is anxious to add favorably to his or her personality. Other personality traits may over-shadow this particular one, but the proper steps to develop this trait will result in a decided advantageous personality characteristic.

Speech specialists and elocutionists inform us that inflections of voice and *manners of expression* give varying effects. If such is the case, care should be taken to develop manners of expression which will be pleasing, definite, and distinct. A pleasant personage, expressed by appropriate words and mannerisms, will assist in the development of a better teaching personality. Indecisive effects are to be avoided or overcome by the use of definite and specific words, phrases or clauses. Forcefulness instills a certain amount of admiration and admiration is one of the creators of an appealing personality.

Last, but by no means least, are listed *aspirations and ideals* as factors of importance in the make-up of personality. One basis for this last place listing is the fact that people often remember the last fact of a group of facts, as being the most weight and worthy of remembrance. One's aspirations and ideals are of utmost and paramount importance in the furtherance and development of one's personality distinctions. The instructor of health, physical education and safety activities has an unusually potent opportunity to transfer his personal ideals, ambitions, philosophies and aspirations to the minds of the young people in his or her classes. The point of view, the vision, and hopes of the athletic coach, gymnasium instructor and health and safety education teacher are so easily caught by the student because of the personal, intimate, informal and sometimes even physical contact between the two parties. If we are actually and truly interested educators we are morally bound to equip ourselves with lofty and wholesome ideals, for our students will take their cues from us. Supervisors of physical education activity programs more and more are realizing the desirability of their teachers being disseminators of wholesome mental sets by example.

The above discussed elements are perhaps not all the factors to be considered in the development of personality traits but they are at least significant. Others might be mentioned but the physical educators exhibiting those considered may quite properly be catalogued as having desirable personality characteristics, in the opinion of this writer.

This discussion brings us to the question, "What can the Safety, Health and Physical Education Administrator or Supervisor do to Assist?" The consideration of what the components of personality are, is relatively not difficult when compared to the question of how the administrator or supervisor can set up the proper means so that each teacher will be informed, aided, and abetted in gaining a desirable personality. Several methods in guiding teachers present themselves:

A. Furnishing suggestive printed or written matter

B. Individual personal conferences

C. Talks to groups

D. Influence of others already possessing desirable personality traits.

A. Furnishing Suggestive Printed or Written Matter

A supervisor can often do much to improve an individual teacher's personality by furnishing written or printed information for the teacher to become acquainted with. After receiving one or more pamphlets or articles on the same subject the thinking teacher will begin to wonder what the reason is for being the recipient of such continuous information. In most cases the ideal will soon establish itself that possibly that supervisor is of the opinion that the teacher is needful of such suggestions. In most cases the teacher will then become interested and will be benefited by the perusal and putting into practice of the suggestions such materials offer.

B. Individual Personal Conferences

There exist some teachers to whom a supervisor or administrator would not care nor dare to mention the matter of developing his or her personality traits for fear of dire results. The physchology might react. The sensitiveness of some individuals must be kept inviolate. In cases of need of personality development on the part of sensitive teachers the supervisor may well not make use of the individual personal conference method of attempting to correct supposed defects. The indirect method of furnishing printed material probably will suffice in cases such as that. However, there also exist those teachers who get no line of thought unless they are told directly and openly where they are failing and what the adjustment should be. For teachers of the type just mentioned is recommended the individual conference plan with its personal and confidential approach.

C. Talks to Groups

Most administrators and supervisors have regular or intermittent meetings of the teaching staffs or groups in their charge. Talks by experts or students of personality traits development, can do considerable work of a helpful type by giving or leading discussions on this subject. One talk a year to faculties or staffs should ordinarily suffice to jog the memories of those present, favorably or otherwise. Some of the above groups will naturally need much advice on the subject, but those who do will find food for thought and improvement by listening to a good presentation on the necessity of development of pleasing personality traits.

D. Influence of Those Having Desirable Personality Traits

All of us, teachers, supervisors, administrators, etc., have some effect upon one another. To the supervisor who has tried the above methods in attempting to develop desirable personality characteristics in a teacher or teachers, and is looking for more devices, there remains the experiment of having some individual or individuals, possessing the traits desired, associate or work with the teacher whose personality traits that supervisor wishes to better. The expression "when in Rome do as the Romans do" has its significance in the fact that we often do things because we see others do them. The influence on us of those with whom we associate or with whom we are closely allied is great.

Too often have certain of our teachers of safety, health and physical education been accused of being lacking in the necessary personality traits to make their teaching effective. Directors of departments meet up with such cases time and time again. They earnestly wish that by some means the personality of one or more of their teachers might be made more forceful or pronounced. It is with the hope in mind that the foregoing remarks may be helpful in furthering the personality characteristics of teachers of health and safety that this discussion is offered. Certain above suggested techniques may well be utilized in an attempt to improve the quality of teaching by means of strengthening the personality traits of those teachers, who it is believed, are in need of such assistance.

THE FORGOTTEN AIM

SAMUEL F. HARBY
Assistant Professor of Health and Physical Education
Antioch College

The published aims of the modern physical education movement are: (1) to develop and maintain organic structures, (2) to develop neuromuscular skills, (3) to encourage certain desirable attitudes through sports and play, and (4) to develop standards of conduct. We hear a great deal about the latter two aims, and have probably achieved the transition from "physical training" to "physical education" largely upon a basis of these two. They deal with the mind and the spirit and equip the child to meet better the demands of his social environment. However, these aims have not been overemphasized. They are extremely important, and as yet have been only partially achieved.

If physical educators are to live up to their title they must give more attention to, and do a better job of, teaching attitudes and improving conduct through sports. Most of us have talked glibly about these things for many years, but few have been honest enough with ourselves to realize the extent of the failure to put across these two important aims. The problem is: how to get at fundamentals, how to accomplish a transfer of training so that the lessons from the sports field will carry-over into life. My own thoughts on the subject have been very fruitful, but I am presenting them, nevertheless in the hope that others will make similar small contributions, and that the sum of these will be considerable.

If we define *attitude* as a way of thinking about things which will influence behavior toward these things, and *conduct* as the attitude translated into action, it is fair to assume that what we mean by attitudes in physical education are such things as courage, co-operation, team-work, cheerful spirit, good-sportsmanship, tenacity, endurance, willingness to suffer pain in order to achieve an objective, ability to submerge self in a larger purpose, and the like. All of us have watched these attitudes develop in youngsters playing under our supervision and have seen their influence upon conduct, but how much of the credit can we honestly claim as a result of our efforts? Did we make the most of every incident involving emotional experience? Did we speak the word of encouragement here, or the caution there, which the situation required? Could we, under the circumstances, have done more, and how, in the future, can we get better results out of similar situations? Following are some specific suggestions:

1. Deal with problems when they arise and in their natural setting. Timeliness is extremely important, and learning, which results from situations demanding an immediate response from the learner, is the most enduring kind.

2. Emphasize by repetition the lessons you wish to put over, and encourage responses with recognition and praise—which, by the way, is surprisingly easy to give and wonderful to receive, especially in front of your friends.

3. Seek out emotional situations and make the most of them. No other class offers such rich opportunities for emotional experience as physical education, and emotions play an extremely important part in the learning process.

4. Work with all the players, not just the leaders, remembering that the feelings of the novice will be affected by even the smallest incident in play.

5. Use the principle of *toxination* in teaching children to "take it", *i.e.*, let them experience pain and hardship in small doses, but gradually increase the amount until they are able to stand much more than the average individual. This is extremely vital in times such as the present when we hear constantly the criticism that our way of life makes us soft. Hardships and pain are never as bad as they seem before we experience them. Children can learn to suffer for a purpose on the athletic field, probably better there than anywhere else.

6. Talk about the demands of life, and show similarities between life and play, for only by calling attention to these common elements can a transfer of training be affected.

7. Be observant and fair in even the smallest matters because the value of play as a social experience lies in the fact that it is like life, only simpler and under controlled circumstance. *You* are the control, and you must condition the outcomes for good or ill. In highly organized games, this means good officiating, a phase of our work too often neglected. Even where students officiate, they should be thoroughly trained, not only in the rules of the game, but in dealing with opportunities for teaching desirable attitudes and standards of conduct.

8. Publicity in school papers can be used to drive home these lessons and spread the benefits beyond the individuals immediately concerned.

9. Physical educators must not fail to recognize negative attitudes, and deal with these before it is too late. Sometimes this means keeping individuals out of the game until more favorable circumstances exist. Other times it means a severe censure. The character of the offender should determine the method

used, and that is why an understanding of human nature is important for play leadership.

10. Attitudes depend upon so many things not intrinsic in the game, such as choice of playmates, physical setting, equipment, climate and spectators. Play activities, therefore, should be set under as favorable circumstances as possible. Nothing that might conceivably contribute to the learning process should be overlooked.

11. Remember that example is a great teacher, and never fail to live up to what you preach. When you do, you destroy the youngsters' faith in you, and consequently in what you say.

12. Be sure you have fun. One of the best attitudes is enjoyment of play, which seems to give a rosy hue to everything else involved. Besides, activities that are satisfying tend to be repeated.

And finally,

13. Be sure the standards of conduct you teach are high enough. Study the best thought on the subject and determine these things in your own mind before you try to impose them on others.

WHY CAMPING?

H. W. Wolter

Those leaders of youth who feel the responsibility of guiding a growing generation into a better life are now challenged by the possibilities of a camping program. Is this just another fad or is there something basically and educationally sound in it? It is my opinion that camping is basically sound in its broader aspects of development and offers greater educational possibilities than the great majority of our present schools. However, leaders of youth are not anxious to embrace another theory while present conditions demand action. Foreign nations are answering their youth needs in militaristic ways which we Americans instinctively shun. We like to look forward to better conditions for all and hesitate to use methods which are little less than a return to the feudal days or even slavery. Camping as an educational technique and rehabilitation program holds, I believe, an answer for our desire to have American youth continue to grow and develop progressively.

Camping is not new. It carries with it a large heritage from our colonial and frontier days. Our government has, in a measure, experimented in the C.C.C. camps with some degree of satisfaction. Some schools have tried camping as a work project and reported excellent results. (Hudson Guild Camp-Ethical Culture Schools.) Private, religious, charitable, and health institutions and associations likewise report beneficial and enjoyable results for their children and young people. Camping has been tried and found to answer, largely without being definitely aware of it however, the needs of youth. What is there in camping for which this high result can be claimed?

It is evident that we cannot answer that question until we have an adequate idea of the *needs* of youth. All of us have very definite needs which we are constantly trying to fulfill. We might list some of the well known needs of food, shelter, etc., but after exhausting that gamut, I believe we would finally reach two basic needs:

1. A personal satisfaction and security within oneself, and

2. A personal satisfaction and security within society as a whole.

These two simple statements of human needs embody the true basis of mental health. We might reword them to say that the first rule of personal health and integration is an appreciation and understanding of "The Self." Long ago Socrates said: "Know Thyself." Emerson said the same. A true knowledge of the individual capabilities and affections lies at the very foundation of a personality. When that knowledge expands and takes into consideration the individuals place among other people we reach the second basic rule namely, the individual's satisfaction in his relation to his fellow-man. Life becomes irksome when we fail to gain satisfaction in living. When we are dissatisfied with ourselves we can no longer face with our full powers the reality in which we live. We block ourselves with our emotions and thereby increase our load. We become antagonistic instead of persuasive or understanding. This dissatisfaction may well be, and most often is an emotional carry-over from early childhood. Parents as yet do not realize that a child from its very conception is *an* individual and is to be treated as such. His inner drives and urges must be understood and appreciated. The *emotional* development belongs to family life. That internal gnawing and restlessness, which is so apparent in "problem children" is a clear indication of an undeveloped emotional balance. How many maladjusted children and delinquents come from broken homes and unsatisfactory family life? Every research study emphasizes that truth. You may well ask, "What can we do about is? How can we stabilize the emotional development? How can we make life more satisfactory for youth."

What have people been trying to do along this line? In the last two decades innumerable courses have been added to the schools' cirriculum. Why? "Our students need them. We have to give them the chance to get them." But why do the students need them? Is there such a great value in those courses? Do they require a great deal of help and instruction? Would it not be possible for students to dig out the material themselves? Wouldn't that be better for them? *Why* do students *need* those courses? It would seem as though we were following the ancient medicos in treating symptoms rather than causes of disease. Do not students and parents require these courses because they feel a basic lack in the development and need a few more guy-wires to bolster up their self confidence? "See what I've done! I've taken such an such courses and received such and such marks! I'm really good." But underneath there is still the basic lack of satisfaction in living and facing reality. Reading and studying is not life, but they do act as a camouflage for what should be satisfaction within the individual. Of course every case has its exceptions, but I speak from my own experience. We might prove that point further by many present trends in the so-called integrated school programs, general programs, and unit or project studies. Is the purpose so much to integrate subject matter as it is to integrate the student's grasp of subject matter? We seem to come back to the student in every case. If he is unbalanced, his

grasp of materials cannot be expected to be balanced. What can we do about that?

Previously we said that the family is responsible for emotional development. The family has long been the cement of society, but where is the family today? Where is the fireside that used to be the haven of security, rest and peace? What about unemployment of parents, poverty, incompatibility of parents, separation, rejection and many others? How can we establish emotional security and stability when the home and family fail to or are not able to understand or accept that responsibility? Some schools have set up psychiatric clinics and increased their staffs with "guidance" directors. They have thus added a tremendous load to the responsibility of the school. Can the school adequately take over this task? Should the school take it over?

The truths which argue against the schools are: first, the time element. It is essential in the adjustment of emotional problems that tension be reduced to a minimum for a definite period of time. The child that must return home to basic conflicts cannot free himself from those conflicts after a few hours' work at school. The fundamental security must be constant for weeks, months, and even years in order to develop. This the school cannot do. Secondly: The program of the common school has developed as a parent substitute and therefore cannot really function as a basis of personal security. Substitution merely increases the sublimation of conflict without building a substantial and personal foundation for emotional weaning. School merely shifts the scene and personnel in the conflict, so that the parent-child relationship now becomes the parent-school and child relationship. Thirdly: The school staffs are incapable in this adjustment just because they act as parental substitutes and, that which is more important, they are at present equally as incapable as the family in understanding basic emotional conflicts. A maladjusted staff, one that has not solved its own problems, cannot be expected to solve the similar problems of others. Fourthly: The schools under rigid state regulation have not the flexibility needed to cope with individual emotional problems.

Again we ask: What can we do about it? From the above it is evident that any method of helping youth must answer four requisites—First: It must have facilities for a full time, 24 hours a day, program. Secondly: It must not be a substitution for parental authority. Thirdly: It must have a trained and emotionally adjusted staff: Fourthly, It must be extremely flexible and adaptable to individual needs.

Is there any program or plan which answers all four requirements? So far as I can see at present, a well organized camp can. A review of some of the truly progressive camps assures me that such a comprehensive emotional adjustment program has been carried out among certain classes of camps. I refer particularly to Welfare Camps operated by the Family Service Association of Washington, D. C. After only two weeks at one of their camps children have returned home with a vastly greater emotional understanding and stability.

What kind of an organization and program do these camps offer? Is such an organization and program adaptible to older groups and private camps?

Before answering those questions, it might be well do ask, "What is camping?" We differentiate between the vacation or playground camps and the F.S.A. camps because of a basic philosophy. In years gone by parents sent their children to camps to get them out into the open. They wished them to have a good time, good food, and again many times, just to have them away from home. No attempt was made to understand the child's problems but only to keep him busy and out of trouble. Much good was accomplished. Children learned to ride, swim, make handicraft articles and to sleep out of doors. Trips of all kinds added to the fun and excitement. Many camps stressed the idea of adventure. But all these things, although very worthwhile, were just a repetition of treating symptoms instead of real causes. Why was there such a great need for adventure and excitement? Why so much "busy work" in handicraft; Why such a need for *mass* enthusiasm; Why such trouble at rest periods and at night? The answers are simple. The children were merely trying to answer their own emotional lack with sublimations and substitutes thereby driving their repressions deeper. Basic emotional problems were not considered and an active program was an easy way of answering the demands of parents.

In all types of camping the philosophy must go deeper than the symptoms. We can readily see that camping has a real opportunity for doing a task which is being forced upon schools. Camping can fulfill all four requirements listed previously. Camps therefore become a real necessity in the life of a child to the measure in which they accept the greater challenge. They no longer remain vacation or play camps except in the attitude of the camper. They become a serious attempt at developing and maintaining emotional stability in the face of reality.

Camping is a twenty-four hour program and answers the need for a full time understanding. When the fun of the day is over the happy environment continues through the evening and night. A trained staff, although parent substitutes in a fashion, listen to the child and youth express himself in an atmosphere which radiates peace. There is no quarrelling or bickering about bed time. The mode is set by agreement and is then lived up to. The contacts and experiences of the day are satisfying so the need for attention is largely lacking. The satisfaction in living and accomplishing grows as the days pass. Wise leadership carries the necessary emotional environment into each cabin group. All inharmony is eradicated in as far as the needs of an individual are concerned. Reality is faced, but not beyond an individual's ability to experience it to his benefit. There can be no doubt that

such an atmosphere, continued for even as short a period as two weeks, is very beneficial.

The full time program has several other very distinct advantages. To an adequate medical staff physical weaknesses show themselves. Proper food and vitamin rations can be given out to restore the physical balance. Such facilities are, at present, out of the scope of most camps, but the possibilities are tremendous. There are no better preventatives for diseases in later years than proper emotional adjustment and proper food in childhood and youth.

The entire question of habits in food, dress, sleep and interests opens itself to understanding in a full time program. Why doesn't John eat carrots or spinach? Why does Caroline toss around in her sleep and suffer enuresis? What happens when Ed cuts his finger? Why does Jane go off by herself? Why does Barbara play sick? Such inquiries could not take place in a school program because behavior patterns do not show up as clearly. I am thoroughly persuaded that every act of behavior has a reason. It is the task of a counselor to find the pattern of behavior and for a trained guidance person to analyze and correct.

The importance of the camp staff pushes itself forward irrepressibly. The staff is the *key* to camping in its newer meaning. There can be no understanding, no real observation, no stability, unless the staff is itself well trained in all three. To the extent that a leader shows insight into his own problems, to just that extent and no more he can help others. A college degree is no particular recommendation except in as far as it has given the person an understanding of himself. Age has very little to say either positively or negatively. The one requirement beyond certain minimum camping abilities is an understanding of children's problems. Skills can be learned, but interest in people is less easily acquired. Leaders must step aside and find their satisfaction in seeing children do. Because of this interest and objectivity, camp leaders are not really parental substitutes, but create a new and more interesting situation for the child. Children can express themselves without continual parental supervision. There is real learning by doing what is inwardly felt without consideration for what the "Joneses" might thing.

The next point mentioned earlier was the flexibility of the program. Here leadership determines flexibility. Literally there is no end to the things which can be done. They may vary from a sterotyped Sunday School lesson to the wildest adventure. The question is: how can such flexibility be utilized to answer individual needs and still maintain a semblance of organization?

Here the methods of progressive education have their chance—project or unit program taken from stories whose setting is similar to the camp. There is no one to demand a demonstration when the project is complete, there is no play for an audience, there is only the satisfaction in doing. The wise leader can utilize every facility in the whole environment—a much wider latitude than a school could hope for. Creative abilities can develop unmolested in their work with a group. Thus with a controlled situation, a limitless individual opportunity, plus the necessity of group contact and appreciation begins to answer the basic emotional needs as stated at the beginning: First, a personal satisfaction and security within oneself, and secondly, a personal satisfaction and security within a group or society as a whole.

Camping, therefore, seems to have a very definite place in the life of every child. The possibilities are present, but camping must rise up to meet the challenge. Leaders must come forward who have a vision of the future, who see children's difficulties now, and who are willing to face a problem squarely. Camping in my opinion is not a new fad, it is an honest answer to a difficult problem.

POLICY OF COOPERATION IN RESEARCH

Announced by Editorial Staff

The editorial staff of *The Physical Educator* wishes to announce a policy of cooperation with professional groups and institutions in furthering research in health, physical education, and recreation. Problems of a professional nature, which the staff feels should be of interest and value to its subscribers and to members of Phi Epsilon Kappa Fraternity will be accepted for consideration for publication.

The suitability of a project for cooperation by *The Physical Educator* shall be determined solely by the staff on the basis of the value of the project to the profession, the completeness and accuracy of the form of the material presented, and the possibility that the project can be accomplished with such cooperation. The proponent of such projects must (1) give assurance that the study is not in partial fulfillment of the requirements for a degree or for academic credit and (2) that the findings will be presented for publication in a subsequent issue of *The Physical Educator* upon completion of the project.

The space which can be devoted to such projects is limited. Projects will therefore have to be carefully considered in light o fthe above criteria and in the order of their receipt by the editor. Ordinarily a project should consist of not over six to eight pages and should lend itself to the format of *The Physical Educator,* without extra-sized sheets, inserts, or cuts. Questionnaires, surveys, objective written tests, and summaries would generally lend themselves to such requirements. It is the desire of the editorial staff that this service should really function and be of benefit to the contributors and readers of *The Physical Educator.* Therefore each proposed study will have to be considered on its own merits in order that desirable studies shall not be hampered by set rules and procedures. Reprints will be available at cost of printing and handling if desired for greater distribution. All correspondence incident to the pursuit of the study will have to be carried on by the investigator, and each study requiring responses should contain the address of the individual responsible for the research.

The staff of *The Physical Educator* is not responsible for the form, nature, or findings of any study and the acceptance of such study for publication is not the acceptance of the findings or value of the study.

Schools, colleges, and city departments of health, physical education, and recreation are urged to avail themselves of this opportunity and the subscribers to *The Physical Educator* and members of Phi Epsilon Kappa Fraternity are urged to cooperate to their fullest ability in this mutual determination of facts, policies, and trends in the fields of their special interest.

First Cooperative Research Project

In keeping with the expressed policy of the editorial staff of *The Physical Educator* the following study, *"A Study of the Coeducational and Corecreational Use of Physical Education Activities in Secondary Schools and Colleges,"* is presented for the cooperation of the subscribers to *The Physical Educator* and the members of Phi Epsilon Kappa Fraternity. The study is being made for the College Physical Eduation Association. It will be reported upon at the December meeting of that association in New York City. If the cooperation is sufficient to make the findings significant the results will be summarized in a subsequent issue of *The Physical Educator.*

All persons who have had experience in the problem or who have definite opinions about the subject are urged to cooperate carefully and promptly so that the findings of this timely problem may be made available in a subsequent issue of this magazine The members of the College Physical Education Association are especially urged to participate since the study is being made by one of their members for their program.

Kindly execute the following questionnaire and return before December 21, 1940, to:

Karl W. Bookwalter
Instructor, School of Education
Indiana University
Bloomington, Indiana

If immediate request is made to R. R. Schreiber, Editor The Physical Educator, 1537 W. 29th Street, Indianapolis, Indiana, a limited supply of this questionnaire is available to others who may wish to cooperate.

A QUESTIONNAIRE CONCERNING THE COEDUCATIONAL AND CORECREATIONAL USE OF PHYSICAL EDUCATION ACTIVITIES

1. Name of cooperator_____ Male_____ Female_____ Experience_____ Years
2. Degrees Held. B.S._____; B.A._____; M.S._____; M.A._____; Ph.D._____; Ed.D._____; Others_____
3. Institution_____
   Type: Elementary_____; Junior High_____; Senior High_____; College_____; University_____
4. Location. City_____ State_____
5. Approximate enrollment: Under 250_____; 250_____; 500_____; 750_____; 1,000_____; 1,250_____; 1,500_____; 1,750_____; 2,000 or over_____.

6. The responsibility for organization and supervision when men and women participate together in physical education activities should rest with whom, preferably? Check one.

Men's Physical Education Department_____
Dean of Men's Office_____
Jointly by Men and Women's Department_____
Student Union_____
Other Student Organizations
(Which)_____

Women's Physical Education Department_____
Dean of Women's Office_____
Jointly by both Deans_____
Association of Women Students_____
Other School Officials_____
(Which)_____

7. *Which* of the following *Titles* do you *prefer* for use in *each* of the stipulated situations when men and women participate together in physical education activities?

	In Service Class (Required)	In Professional Course (Teach. Trng.)	Before or After Class (Noon, etc.)	Out of School (Leisure)
a. ALL SCHOOL (OR COLLEGE) RECREATION				
b. ALL STUDENT RECREATION				
c. COEDUCATION				
d. COEDUCATIONAL PHYSICAL EDUCATION				
e. CO-RECREATION				
f. MIXED CLASSES				
g. MIXED PHYSICAL EDUCATION				
h. Others				

8. Which of the following principles or policies should apply in the stipulated situations when men and women participate together in physical education activities?

	In Service Class (Required)	In Professional Course (Teach. Trng.)	Before or After Class (Noon, etc.)	Out of School (Leisure)
a. Women's department should supervise				
b. Costs should be shared equally by men's and women's departments				
c. Costs should be met by physical education budget				
d. Cooperation of separate departments preferable to one head				
e. Duties should be considered a part of the teachers' load				
f. No contact activities of combative nature				
g. Game rules should be modified				
h. Competing units should be mixed (not men vs. women)				
i. Stress skill activities rather than strength activities				
j. Mixed participation should be voluntary				
k. Students should participate in planning and organizing				
l. Use activities taught in class				
m. Present fundamentals in segregated classes				
n. Others				
o. Others				

9. DIRECTIONS: If an activity is *Highly Satisfactory* in a certain grade indicate by placing an (H) under the grade and to the right of the activity. If an activity is *Satisfactory* in a certain grade indicate by placing an (S) under the grade and to the right of the activity. If an activity is *Unsatisfactory* in a certain grade indicate by placing a (U) under the grade and to the right of the activity. Do likewise for the time of participation, using the same symbols as

Coeducational and Corecreational Activities	a. Institutional and Grade Level										b. Time of Participation								c. Date First Offered at Your School										
	Jr. Hi.			Sr. Hi.			College																						
	7	8	9	10	11	12	Fr	So	Jr	Sr	Class Time	Activity Per'd	Noon Hour	Afternoon	Intramural	Interschool	Evening	Week End	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940
Aerial Darts																													
American Country Dances																													
Archery																													
Badminton																													
Ballroom Dancing (Adv.)																													
Basketball Types Games																													
Batball																													
Bicycling																													
Boating																													
Boccie																													
Bonarro																													
Boundball																													
Bowling																													
Box Hockey																													
Cageball																													
Camping																													
Canoeing																													
Captainball																													
Captain Basketball																													
Card Games																													
Checkers																													
Chess																													
Clock Golf																													
Clog Dancing																													
Coasting																													
Codeball																													
Croquet																													
Curling																													
Darts																													
Deck Tennis																													
Diabolo																													
Diving																													
Dodgeball																													
Dominoes																													
Driving (Golf)																													
Duck on the Rock																													
Endball																													
Fencing																													
Flycasting																													
Folk Dancing																													
Frolics																													
Giant Volleyball																													
Golf																													
Gymnastics																													
Handball																													
Hand Tennis																													
Hiking																													
Hitpin Baseball																													

for grade placement. If you are *using* an activity in a certain grade or at a certain time indicate by encircling the symbol you employed to indicate the degree of satisfactoriness of the activity. Thus (H). In case an activity is used coeducationally or corecreationally in your institution kindly indicate the year the activity was first employed by placing a *check* under the year the activity was first employed. **Evaluate only activities with which you are familiar.**

Coeducational and Corecreational Activities	a. Institutional and Grade Level										b. Time of Participation								c. Date First Offered at Your School										
	Jr. Hi.			Sr. Hi.			College																						
	7	8	9	10	11	12	Fr	So	Jr	Sr	Class Time	Activity Per'd	Noon Hour	Afternoon	Intramural	Interschool	Evening	Week End	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940
Horseshoes																													
Hosteling																													
Hunting																													
Jumping Rope																													
Kickball																													
Life Saving																													
Long Ball																													
Marching																													
Modern Dancing																													
Net Ball																													
Newcomb																													
Nine Court Basketball																													
Outings																													
Paddle Handball																													
Paddle Tennis																													
Parties																													
Picknicking																													
Pig in the Hole																													
Ping Pong																													
Pyramids																													
Quoits																													
Relays																													
Riding																													
Riflery																													
Roller Skating																													
Shuffleboard																													
Sidewalk Handball																													
Skating																													
Skiing																													
Snowgames																													
Snowshoeing																													
Soccer Baseball																													
Social Dancing																													
Social Games																													
Softball																													
Squash																													
Stunts																													
Swimming																													
Table Games																													
Tap Dancing																													
Tennis																													
Tetherball																													
Volley Ball																													
Volleyball Doubles																													
Watching																													
Winter Sports																													
Work Up																													

10. Which of the following advantages or objectives are attainable in each institutional level through coeducational and corecreational activities. (Check whether highly (H), somewhat (S), or not at all (N).)

School Level	Jr Hi			Sr Hi			College		
Advantages	H	S	N	H	S	N	H	S	N
a. Appearance improved, personal									
b. Appreciation of sports enhanced									
c. Broader learnings result									
d. Commercial recreation combated									
e. Companionship with opposite sex									
f. Social courtesies and manners taught									
g. Ease of adjustment in mixed groups									
h. Faculty cooperation increased									
i. Interest in activities increased									
j. Mixing of sexes in recreational activity									
k. New and more varied activities learned									
l. Normal desire to play together met									
m. Poise and self-confidence improved									
n. Respect for officiating improved									
o. School social affairs improved									
p. Self-expression increased									
q. Sex consciousness minimized									
r. Sportsmanship improved									
s. Student leadership developed									
t. Understanding of the opposite sex bettered									
u. Vital part of school life provided									
v. Wholesome and inexpensive social recreation									
w. Women learn faster in mixed classes									
x. Worthy use of leisure time furthered									
y.									
z.									

11. By which of the following means should mixed activities preferably be financed in each of the indicated situations?

Means of Financing	Class Time (Service or Required)	Class Time (Professional Courses)	Before or After Class Time	Out of School (Leisure)
a. Dues of recreation or sports club				
b. Equally shared by Men's and Women's Department				
c. General student activity fees				
d. Interscholastic athletic funds				
e. Intramural athletics funds				
f. Men's Physical Education Department				
g. Per capita cost for each participant				
h. Raised by school functions				
i. Women's Physical Education Department				
j.				
k.				

12. Indicate by appropriate letter which of the following possible disadvantages are highly (H), somewhat (S), or not at all (N) a hindrance to your program:

a. Administration of classes complicated (_____), b. Activities not suited (_____), c. Boys untidy (_____), d. Competition too keen (_____), e. Costumes a problem (_____), f. Discourtesies (_____), g. Leadership inadequate (_____), h. Men misuse equipment (_____), i. Men's classes not organized (_____), j. Objections by parents (_____), k. Objections by students (_____), l. Roll call difficult (_____), m. Shower impracticable (_____), n. Too many idle (_____), o. Women too fussy about details (_____), p. _____, q. _____